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ABSTRACT

This curriculum guide is one of a number of curriculum guides developed for use in vocational home economics education in Texas. The guide is correlated closely with the essential elements prescribed by the State Board of Education. The competencies in the guide are the essential elements, and the subcompetencies are the subelements prescribed in the Texas Administrative Codes for vocational home economics. A conceptual outline of each unit is shown in the left-hand column, with corresponding learning and evaluation experiences in the right-hand column. These relate to the subelements of each unit. Teaching aids keyed to the learning and evaluation experiences--including transparency masters, activities, and exercises--are located at the end of the guide. Key points and critical questions are designated. The six units of this guide cover the following topics: successful living; problem solving and acceptance of responsibility; personal health and appearance; management; parenting; and career options and adjustments. (KC)

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LIFE MANAGEMENT SKILLS

VOCATIONAL HOME ECONOMICS EDUCATION

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LIFE MANAGEMENT SKILLS

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COMPLIANCE STATEMENT

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LIFE MANAGEMENT SKILLS

Life Management Skills is one of the various curriculum guides developed for use in vocational home economics education in Texas. Additional guides are available for secondary education in the areas of Comprehensive and Technical Home Economics, Home Economics Cooperative Education, Home Economics Pre-employment Education (including courses designed for the academically disadvantaged and handicapped students). Other guides are available for adult education and postsecondary education in home economics subject training areas.

Overview of the Guide

Each subject guide is written to the teacher and is correlated closely with the Essential Elements prescribed by the State Board of Education in Texas Administrative Code 75.50 (b), and 75.83 (a) thru (x). The competencies in each guide are the essential elements and the sub-competencies are the sub-elements prescribed in the Texas Administrative Codes for vocational home economics. The conceptual outline as shown in the left hand column (a corresponding learning and evaluation experiences in the right hand column) relate to the sub-element of each unit. Teaching Aids keyed to the learning and evaluation experiences are located at the end of each book. Designations have been used in the content for developing skills within the Common Elements to all vocational education courses with a designation of [C]. The application of basic/academic skills has been given a designation of [B]. Key points for content discussion and review have been given a KEY QUESTION designation, and methods for developing critical thinking skills have been given a CRITICAL QUESTION designation.

Particular care has been taken to provide age appropriate concepts and learning activities. Teachers will need to exercise judgement, initiative, imagination, and creativity in working cooperatively with students, parents, school administrators, and local advisory council members to develop a local program that will serve the students enrolled in vocational home economics education. The subject area guides are intended to guide the content, not dictate the content.

TEACHERS SHOULD NOT EXPECT TO USE ALL OF THE SUGGESTED EXPERIENCES IN ONE CLASS NOR FEEL THAT ALL ARE NEEDED TO TEACH ONE ESSENTIAL ELEMENT (WHICH INCLUDES THE COMPETENCY AND SUB-COMPETENCIES). The variety of experiences included should enable teachers to select and use those teaching-learning experiences that will help students reach the objectives.

An excellent resource for information on teaching all students is the book, *Guide to Teaching*. The book addresses methods for teaching students with varying learning levels. It also provides special guidelines and information regarding the at-risk students and the disabled or handicapped students.

TAC 75.50
LIFE MANAGEMENT SKILLS

(b) Life management skills (1/2 unit) shall include the common essential elements in subsection (a) of this section with the exception of subsections (a) (2), (a) (3), and (a) (6) (D) through (6) (I) and shall include the following essential elements.

(1) Concepts and skills for successful living with peers, parents, family members, authority figures, and others. The student shall be provided opportunities to:

(A) determine personal strengths and abilities;
(B) describe methods for developing a positive self-image;
(C) describe factors influencing personality development and positive interpersonal relationships;
(D) identify methods of achieving satisfying interpersonal relationships with peers, parents, family members, authority figures, and others;
(E) point out techniques for resolving conflict;
(F) demonstrate techniques for assertiveness in managing peer pressure;
(G) describe decisions to be made as one assumes self-responsibility and implications for the future;
(H) relate individual needs to personality development; and
(I) apply principles of effective communication.

(2) Concepts and skills related to problem solving and acceptance of responsibility. The student shall be provided opportunities to:

(A) explain procedure for making decisions;
(B) summarize the effects of personal priorities, perceptions, and attitudes on decisions; and
(C) describe the relationship between decision making and assuming responsibility for behavior.

(3) Concepts and skills for achieving optimum personal health and appearance. The student shall be provided opportunities to:

(A) describe sources, impact, and techniques for managing stress;
(B) apply principles of good grooming;
(C) apply principles of good nutrition;
(D) relate good health practices to personal well-being and achievement; and
(E) summarize principles for selection and care of clothing.

(4) Concepts and skills related to successful management of human and nonhuman resources. The student shall be provided opportunities to:

(A) describe human and nonhuman resources;
(B) identify internal and external influences on resource management; and
(C) apply principles of successful management and conservation of resources.

(5) Concepts and skills related to parenting. The student shall be provided opportunities to:

(A) describe the responsibilities of parenting;
(B) describe the impact of parenthood on the individuals involved;
(C) explain factors influencing parent/child relationships; and

(D) summarize factors influencing the physical, social/emotional, and intellectual development of children.

(6) Concepts and skills related to career options and adjustments. The student shall be provided opportunities to:

(A) identify employment options in home economics careers;
(B) describe management practices facilitating individuals assuming multiple roles; and
(C) discuss demands and rewards in relation to personal and family life.

TAC 75.50
LIFE MANAGEMENT SKILLS
UNIT I

COMPETENCY:

(b.1) *Concepts and skills for successful living with peers, parents, family members, authority figures, and others.*

SUB-COMPETENCIES:

(A) *Determine personal strengths and abilities.*

(B) *Describe methods for developing a positive self-image.*

(C) *Describe factors influencing personality development and positive interpersonal relationships.*

(D) *Identify methods of achieving satisfying interpersonal relationships with peers, parents, family members, authority figures, and others.*

(E) *Point out techniques for resolving conflict.*

(F) *Demonstrate techniques for assertiveness in managing peer pressure.*

(G) *Describe decisions to be made as one assumes self-responsibility and implications for the future.*

(H) *Relate individual needs to personality development.*

(I) *Apply principles of effective communication.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
I. Successful living A. Understanding self 1. Accepting self	Have students unscramble the words "Uniquely Me" (QNEYLUUI EM). Define the word *unique* and give examples of the meaning regarding personality. Lead a class discussion about the analogy: "People are like snowflakes or thumb prints—they are alike but yet very different." KEY QUESTIONS: What are some activities that you like to do? Who do you admire? What are some characteristics that you like to see in others? Why? CRITICAL QUESTIONS: How do you exhibit these same characteristics? How can positive characteristics be fostered? Assign a reading on how individuals differ (physically, intellectually, emotionally, and socially). Ask students to describe themselves by existing personal traits. Lead a class discussion on the following: benefits of having unique traits, factors influencing traits, and examples of traits that can or can not be changed.[B]

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Instruct students to write on an index card five items that describe themselves, such as where they like to go in the summer, favorite music group or singer, favorite class, hobbies, talents, or skills. Collect the cards adding one of your own. Read the cards to the class, and have students identify who is being described. Students who identify the person should explain why they knew it was that person.
	Locate definitions of *mood* and *temperament*. Lead a class discussion on differences, similarities, and relationships between the two.
	Have students to list as many words as come to mind in thinking of the word, "mood." Have students discuss how moods are related to problems. CRITICAL QUESTION: How do moods affect relationships with others? How do moods affect what one may learn in class? How can negative moods be controlled? How can they be expressed in a more positive manner?
	Ask students to write their name at the top of a page. Rotate the papers around the class and have students write one positive characteristic about each person. Return papers to the owners. Ask each student to write answers to complete the following statements: "I see myself in the same way as others see me in the following ways...." "I see myself differently than others see me in the following ways...."[B]
2. Values and goals	Assign students to read a reference book to gain an understanding of the terms: values, goals, and standards and have them develop a class definition for each. Lead a class discussion on the following KEY QUESTIONS: Where do people get their values? Can values be changed? Should people impose their values on others? What do you think are the major values in your family? How might these values be changing? How do values relate to your lifestyle? How have your values changed in the last three years? What are some standards that we use every day? What is meant by short-term goals? long term goals? How are values related to goals?[B]
	Have students summarize a list of their values and explain why they believe in these values. Ask volunteers to write their list on the chalkboard. CRITICAL QUESTIONS: How do values vary among people? How would you rank your values on the order of their importance? Why is this difficult to do?
	Identify a couple of values and give students examples of how multiple goals related to each of these values. Then have students work independently to select a value that they have in common

[B] = Basic Skill Reinforcement

with their classmates and write the goals that stem from the value. Students can exchange papers to find out how differently the value was interpreted. Have them write a paper summarizing individual differences in interpreting the same value.[B]

Ask the students to write on a piece of paper three long-term goals and three short-term goals that they want to reach because of values that are important to them. Ask the students to write down three long-term goals and three short-term goals that they have had in the last five years. KEY QUESTIONS: How do your values affect your goals? What standards influenced your values and goals? What are you doing now to reach present goals? What are you doing to reach future goals?

Ask students to suggest how we get our values. Be sure to mention the following: parents, friends, neighbors, relatives, teachers, religious leaders, public figures, and media figures. KEY QUESTIONS: Who or what do you think has had the greatest effect on your values? What public figures have affected your values? How might a popular television show affect the values of its viewers?

Give students time to list 10 values they consider most important. Give them several minutes to prioritize the values from most important, number one, to 10. Next give students time to list everything they did last weekend. Finally, have students list beside the activities the value revealed by the activity. Have volunteers share the most important values on their list. KEY QUESTIONS: Did your activities reflect your values? Why or why not? Which list—your values or the values reflected by your activities—is the most accurate picture of your values? Why? Have students save these lists for a later activity.

Divide students into groups and have each group draw two health values from a basket. Prepare for the activity by writing each health value from Teaching Aid 1, Commonly Listed Values, on a slip of paper. Have students present a skit in which they depict persons who have those values. At the end of each skit, have class members identify the health values depicted. Note that actions often reflect values.

B. Developing positive self image
   1. Development of self concept
   2. Positive and negative self-concept

Write the words "Self Concept" vertically on the chalkboard. Have students write on a piece of paper a characteristic describing themselves beginning with each letter in the words self concept. Ask students to divide the list into two groups—negative and positive. Lead a discussion on how negative and positive self-concepts are developed.

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Using Teaching Aid 2, Profiles of Self Concept, to develop a transparency and lead a discussion about the basic aspects of self concept: how you see yourself; how others see you; and how you respond to others' reactions to you.
	Have students to list some of the negative and positive things they may think about themselves. KEY QUESTIONS: Why is it easier to say negative statements than positive ones about yourself? How can you promote positive feelings about yourself?
	Encourage students to brainstorm and create a class list of personality characteristics or use the list in Teaching Aid 3, Rating Self Concept. Have students evaluate their self-concept.
	Instruct students to work in pairs to keep a daily self-concept diary for a week, writing down each day several adjectives that describe how they see themselves and their partner. Assign a short essay on "How I Can Change Negative Aspects of My Self-Concept to Positive Aspects."[B]
	Lead a class discussion on the role the family plays in developing and fostering a positive self-image. KEY QUESTIONS: What are appropriate methods for different ages of children? How does the self image of each of the family members affect the child's self image?
	Lead a class discussion on the importance of recognition in developing a positive self image. KEY QUESTIONS: How can one help friends to feel good about themselves? Does it give one a sense of satisfaction to give someone a compliment or praise for an achievement?
	Ask students to list five nice things that they have done for friends or family members in the last week. Have students to list five things that were done for them in the last week. CRITICAL QUESTIONS: Did you thank the benefactor or let them know in some way that you appreciated them? How does showing appreciation or failing to show appreciation affect the individuals involved? How will showing appreciation influence future behavior?
3. Character development	Lead a discussion about the analogy: "Character is to a person as a rudder is to a boat." Have students develop a list of positive character traits. Include at least 10 traits. Have students rate each trait from one to 10—least important to most important. Divide into pairs and compare lists. Ask each pair of students to choose

[B] = Basic Skill Reinforcement

one trait and develop answers to the following to share with the class:

1) How does this trait demonstrate itself in a personality?
2) How would a person with this trait fit into the social scene of the school?
3) What life experiences would help a person develop the character trait chosen?
4) What would an opposite trait be? How would a person displaying this trait be accepted by peers?
5) What life experiences would play a big part in the development of this opposite character trait?

Divide class into groups and develop short skits around typical scenes from home and school life in which positive or negative character traits are displayed. Have students identify and discuss the positive and negative character traits that were shown. KEY QUESTIONS: What influenced the behaviors shown? How can the positive traits be nurtured by family and friends? How can the negative traits be changed? How do friends and family influence the traits displayed?

Ask the students to select a hero from the present and a hero from the past. Have them to make a list of the character traits of each individual. Compare the two lists. KEY QUESTIONS: How are the two heroes the same? How are the heroes different? How do values from the society as a whole determine the way we judge the characters of those people we admire? What are some examples?

Hand out blank Certificates of Achievement found in Teaching Aid 4 to each student. Have students draw names and complete a certificate of achievement for the person whose name they drew inserting positive character traits in lines describing the achievements of each individual.

4. Attitudes

Lead a class discussion on how an individual's attitude affects his or her own self concept. KEY QUESTIONS: How do family members and peers affect a person's self concept? How do family members and peers influence peoples' attitudes toward themselves?

Have students complete the following statement with a typical experience: "I wish my parents had understood when...." Ask students share their responses with the class or write a paragraph completing the statement.[B]

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
C. Factors influencing personality development and positive interpersonal relationships 1. Developmental tasks of adolescence	Assign a reading on Havighurst's basic tasks of adolescence. Using Teaching Aid 5, Developmental Tasks of Adolescents, describe each of Havighurst's tasks. Have students give examples of behaviors which show successful achievement of each developmental task.[B] Working in small groups, have students make collages of each stage of adolescence. Use pictures, words, or three dimensional objects to illustrate each stage. Display in the classroom. Divide class into groups. Have each group develop skits that portray each developmental task. Videotape for review and discussion of ways students displayed maturity in each area as well as areas in which development needs to occur. Invite a psychologist, counselor, or pediatrician to speak about adolescent growth and how students can cope successfully with the demands upon their physical, emotional, psychological and intellectual self as they move through the adolescent years. Have students prepare questions for the speaker. Follow up with an assignment asking students to identify the basic developmental tasks and ways they are achieving each one as well as areas of development they feel they must work on in the future.[B]
2. Development of personality	Assign a reading to clarify students' understanding of how personality develops. Have students develop a class list of personality characteristics that are accepted favorably by most persons and another list of personality characteristics that most people find annoying. Use Teaching Aid 6, Personality Pluses and Minuses, listing desirable and undesirable traits or use a list developed by students. Divide the class into groups and play charades allowing each group to portray personality characteristics. Videotape the class charades in action and play back. Identify personality characteristics displayed. Lead a discussion about how these reveal personality.[B] Using the list of personality traits listed in Teaching Aid 7, Rating My Personality, ask students to rate themselves on each trait from 1=never, 2=sometimes, 3=usually, and 4=always. Have students give the scale to a friend and/or one family member to get a rating. Total scores; then, compare totals and item ratings. Instruct students to write a paper titled, "My Best and Worst Personality Traits." Evaluate papers on the basis of good written communication skills and content.[B] Have students select a teen idol—television, movie, music or other publicly visible teen—and list the personality characteristics

[B] = Basic Skill Reinforcement

known to the public. Make posters depicting the desirable personality traits of the teen idols selected. Also, lead a discussion about negative personality traits that have been noted in the public media. KEY QUESTIONS: How do these traits affect the idol's public image? Have some teen idols tried to correct public images by changing personality traits? How? What has been the result?

Create a class mobile: "Striving For a Good Personality." Using wire, string, and paper, write words that describe positive personality traits and the goals individuals could strive for in developing the traits listed.

3. Forces shaping personality

Instruct students to write their first or last name vertically on a piece of paper and beside each letter write a word that identifies a source of influence on their personality beginning with each letter of their name. Classify words students have written into basic areas of influence including family, friends, significant adults, school, community, society, important experiences. KEY QUESTIONS: How is personality influenced by each? Which areas of influence are more important for young children? teens? adults?

Divide students into teams. Have each team elect a captain to be in charge of the group. Have students to debate the following statement: "Family influences the development of personality more than peers or society." Follow up the debate by reviewing major points brought out by both sides. Evaluate the debate on content and the student's ability to communicate effectively through oral debate.

Videotape and have class watch a segment of a popular TV show featuring family or teens. Identify personality traits exhibited by main actors. Have students discuss sources of influence. Ask students to describe how the personalities of the actors are similar or different than those they would display in similar circumstances.

Have students draw a picture of themselves on a paper bag. Ask them to write on slips of paper, personality traits which they feel accurately describe themselves on one side of the paper and the source of influence for each trait on the back side of the paper. Place in bags and share bag contents in pairs.

D. Achieving satisfying interpersonal relationships with others

1. Peer relationships

Read to the class a short segment from a novel written for teens or a short story about friendship from a teen magazine. Ask students to list qualities of friendship shown in the reading. KEY QUESTIONS: How can *friendship* be defined? What does friendship mean to you?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Lead a discussion on the basic qualities of a solid friendship, including the following qualities—trust, affection, respect and loyalty. Divide the class into groups and have each group develop a friendship poster depicting one of the basic qualities of friendship.
	Write the following statement on the chalkboard: "To make a friend, be a friend." Lead a discussion about the meaning of the statement and the characteristics of a friend. Include reasons for developing friendships such as basic need to know people better, common interests, skills, problems, acceptance by others. Ask students to identify sources of friendships. Have students make a list of suggestions for ways to make new friends.
	Give each student a large paper circle. Instruct them to draw a small core circle in the center and list one or two best friends. Then draw a second larger circle and list close friends. List good friends in a larger third circle and casual friends in a fourth outer circle. Lead a discussion about reasons why we need friends in each circle. KEY QUESTIONS: Can a best friend be a best friend forever? Why or why not? Can a friendship continue even though two friends are no longer best friends? How do personal values influence what friends are included in each circle?
	As a class, develop an interview schedule with students' participation to use in interviewing others. The interviews should be about the major things they value in a friendship. Include the following questions: What basic qualities of friendship do you think are most important? What do you value in a friendship? Have each student interview at least one adult. Lead a discussion on findings and summarize using the following CRITICAL QUESTIONS: What do teens consider basic qualities in a good friendship? What do older adults consider basic qualities in a good friendship? What are the major differences in the opinions of teens and adults? What are the similarities in the opinions of both groups?[B]
	Divide students into small groups. Instruct each group to appoint a leader and recorder to write a script expressing one basic quality of a strong friendship between two teens. Qualities to include are trust, loyalty, empathy, affection, respect. Have groups present each skit to the class and discuss the importance of each quality dramatized.[B]
2. Family relationships	Assign a basic reading on rights and responsibilities of family members. Develop a class list of rights and responsibilities of

[B] = Basic Skill Reinforcement

family members including love, acceptance, getting along, use of family resources, privacy, and sharing.[B]

Have students to make a bulletin board or poster to summarize desirable parent-child relationships during adolescence. Suggested captions are "Family Character" and/or "Bill of Rights for a Democratic Family."[B]

Describe early parent-child relationships such as a parent and child going to a school function together or a young child helping a parent with assembling a toy. Lead a class discussion on how early parent-child relationships affect parent-child relationships during adolescence. NOTE: A point for eliminating non-traditional roles could be made with this activity.

Read or hand out copies of Teaching Aid 8, Case Study on Family Relationships, to the class. Afterwards, lead the class in a discussion of the following questions. CRITICAL QUESTIONS: What are Jenny's rights and responsibilities? What are her parents' rights and responsibilities? Does Jenny have the right to choose her friends and not inform her parents where she is at all times? Do her parents have a right to be involved in choosing her friends and to know where she is at all times? Why? Why not? How did Jenny's behavior affect the rules and limitations her parents imposed? What are reasonable rules and limits for parents and children regarding a teen's choice of friends? How can Jenny and her parents develop trust in their relationship?

Lead a class discussion on the advantages and the disadvantages of various age differences among siblings. Have students to review past relationships of siblings and predict future relationships. KEY QUESTIONS: How do you feel about a sibling now? How do you feel a year ago? How do you expect to feel a year from now?

Have students evaluate situations involving parent-child-sibling relationships in a given situation. Guiding students, have them point out favorable and unfavorable aspects of the relationship. KEY QUESTION: Does the birth order enter into sibling relationships? CRITICAL QUESTION: Should birth order be a factor in sibling relationships? Why or why not?

Have students formulate a plan for improving relationships within their family; then execute the plan, evaluate the results, and make necessary adjustments to the plan to achieve optimum relationships.

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Ask students to read a reference on family values. The reading should include reference to: 1) definition of *family value*; 2) how family values help in dealing with changes; 3) role of values in shaping family actions and decisions; 4) influence of ethnic and religious background on family values; 5) family activities that reflect values.[B]
	Invite resource persons from another culture to speak to the class about the relationships between children and parents in other cultures. Lead a discussion about the similarities and differences between cultures.
	Ask the students to research the differences and similarities in adolescent development in different cultures. Have them consider the age a boy becomes a man and at which age a girl becomes a woman and the kinds of boy-girl relationships. KEY QUESTIONS: Are there differences between adolescent development in your culture and the different cultures? How are they similar? How can they become compatible?
E. Resolving conflict in relationships 1. Conflict styles 2. Constructive and destructive conflict 3. Handling conflict	Conduct a brainstorming session with students reacting to the statement: "Conflict is...." After the brainstorming session, lead a class discussion. KEY QUESTIONS: What were the sources of many of the conflicts named such as relationships with parents, siblings, friends, grades, expectations of parents and other adults, or money? What is a good definition of *conflict*?
	Assign a basic reading on conflict in relationships. The assigned reading should address common problems that are sources of conflict for teens, constructive aspects as well as destructive aspects of conflict, conflict styles and ways solving conflicts constructively. KEY QUESTIONS: What are common causes of conflict in relationships? Can conflict have constructive as well as destructive results? How can conflict have destructive results when conflict is handled wrong? What are some constructive outcomes of conflict?[B]
	Lead students in a discussion about different personal styles of handling conflict, including withdrawal, overaction, silence, storing up complaints. Use Teaching Aid 9, Conflict-Solution?, as an illustration.
	Have students illustrate a conflict style by role playing the following: * Student upset with grade and talking to teacher. * Two girls quarrel about whether one was flirting with the boyfriend of the other.

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* Mother asks a son to clean up after a snack and the son is scheduled for a soccer game.
* Father is upset with son about dress, curfew, table manners, and grades.
* Sister needs to use the phone but her younger brother is using it more than she thinks he should.

After each role play, lead a class discussion. KEY QUESTIONS: What was the result of the conflict? How would the conflict affect the future relationship of the persons involved? What conflict style was used to resolve the argument?

Instruct students to write a short essay. Have students describe a recent conflict that they have experienced. Ask students to include an analysis of the conflict using the discussion questions used in the role play experience. Was a solution found? Why or why not? Evaluate essays on the basis of effective written communication and content.[B]

Divide students into pairs and have each pair select a personal relationship conflict to work on. Using Teaching Aid 10, Reasoning Worksheet on Resolving Conflict, have students work through a conflict using what they have learned.

F. Assertive ways to manage peer pressure
   1. Peer influence on self-development
   2. Peer influence on values

Lead the class in a discussion regarding peer pressure. Include the emphasis that all peer pressure is not negative. Identify positive peer pressure. KEY QUESTIONS: How does one distinguish between positive and negative peer pressure? Why are people concerned about negative peer pressure on teens?

Write the words "Peer Pressure" vertically on the chalkboard. Ask students to name common areas in which teens feel peer pressure that begin with each letter. For example:

P - laces you go
E - ating fast food
E - xperimenting with drugs
R - esisting school rules

P - eople you go out with
R - iding in cars
E - ngaging in shoplifting
S - taying out past curfew
S - ex
U - sing alcohol
R - efusing to keep curfew
E - xpensive clothes

[B] = Basic Skill Reinforcement

Have students develop a class survey in which students interview three to five friends asking in what areas students feel peer pressure such as conformity in dress and hairstyles, use of drugs or alcohol, sexuality decisions, belonging to certain social groups, grades. Include questions to determine what behaviors are expected by peers of peers in each category. Have students summarize in class to determine areas in which students feel pressure. Also, lead a discussion about ways peer pressure can be helpful and/or harmful.

Lead students in a brainstorming/discussion session to list and discuss strategies teens can use in saying *no* to peer pressure and to behave in ways contrary to the values of the teen. Include the following: avoid making excuses, simply state your decision; use effective body language to communicate your firm decision; avoid arguments and angry responses; make an alternative suggestion of what to do, wear, etc.; avoid contact with the pressure person or group and/or using humor to deal with the situation.

Divide students into small groups to work on illustrating how to deal with peer pressure in the following situations:

* Friend insists that you go riding in a car which is not allowed by your parents.
* Friend encourages you to stop studying and go to a school function.
* Friend suggests skipping school.
* Friends invites you to sample alcohol at their home when parents are away.
* Friend tempts dieting teen to break goal of losing five pounds.
* Friends wants you to join them in wearing clothing not allowed to school.

After each presentation, lead the class in a discussion. CRITICAL QUESTIONS: What values affected the way pressure was handled? What strategies were used? Why were they effective? What additional strategies might have worked? What would happen if teens always handled peer pressure in this manner? Could the same strategies be used in other situations? Why? Why not?

Invite a school counselor, parent, teen, minister, psychologist, teacher and/or school administrator to participate in a panel discussion on the "Positive and Negative Effects of Peer Pressure." Instruct the panel to discuss sources of peer pressure, effects on teens, effects on teen relationships within the family, effects on teen's relationships within the peer group. Point out both positive and negative effects of peer pressure. Ask panelists to give specific examples of ways teens can handle peer pressure effectively.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
G. Assuming responsibility for self decisions	NOTE: It is recommended that you teach this section in Unit II of this course.
H. Personality development and individual needs 1. Individual needs	Assign a reading on Maslow's needs theory. Using the word puzzle in Teaching Aid 11, Hierarchy of Needs, have students complete puzzle. Using Teaching Aid 12, Pyramid of Human Needs, have students define each level of needs and write the definition of each category of needs, giving several examples of each.[B] Show students a video of a television program or short movie depicting teens in family or school situations. Ask students to observe and record examples of the following needs: * Physical * Safety * Love * Esteem * Self-actualization KEY QUESTIONS: Which needs were being met by each of the major characters? What reasons support your answers? Which needs were not being met by the major characters? Why were these needs not being met? Construct a bulletin board entitled, "Meeting Basic Needs." Using a central picture of an individual, group five pictures around the central figure to illustrate Maslow's hierarchy of basic needs. Have students determine ways each of these basic needs is expressed by people regardless of race, religion, culture, or the part of the world in which they live. Divide students into groups. Provide each group with a current newspaper or magazine. Assign each group a level of needs and have the group read articles or stories and develop a transparency listing examples of needs. Share transparencies asking each group to explain needs identified.[B] Assign students to write a short essay "My Basic Needs and Ways They are Being Met." Have students to include physical, emotional, and social needs. Evaluate essays on the basis of good written communication skills and content.[B] Ask students to study a reference on esteem and self-actualization. Develop a class definition of *esteem* and *self-actualization.* Using Teaching Aid 13, Characteristics of the Self-Actualizing Person, discuss self-actualization. Lead a discussion. KEY QUESTIONS: What needs were addressed in your issue? Which category of Maslow's Hierarchy of Needs are represented?[B]

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Assign a reading on the influence of heredity and environment on personality development. Develop class definitions of *heredity* and *environment*.[B]
2. Personality development	Using Teaching Aid 14, Two Influences on Personality: Heredity and Environment, lead a discussion about how each affects personality development. KEY QUESTIONS: What is the difference between heredity and environment? How can heredity influence an individual's personality? How can environment affect an individual's personality? What life experiences are significant in the development of individual personality? Divide the class into groups and assign research topics. Encourage students to use local and school libraries to locate resources and have each group present the findings to the class. * Hereditary diseases * Influence of cultural and/or ethnic background on personality development * Rural and urban influences on personality development Evaluate oral reports on each student's ability to communicate orally.[B] Encourage students to bring a family portrait to class. Have them list characteristics they have in common with other family members such as color of eyes, body build, facial features, etc. KEY QUESTIONS: Are the similar characteristics inherited? How many generations back may the characteristics be identified? Are there incidences of no inherited traits? Are there incidences of adoptive children looking like their adoptive parents? Using students' family portraits, develop a bulletin board around the theme: "Things we inherit from our families and from our environment."
I. Communicating with others 1. Importance of communication in relationships	Assign a basic reading or show a film on the role of communication in building positive relationships. Lead a discussion based on the definition of *communication*; importance of communication in our daily lives, constructive outcomes of communication, and destructive outcomes of communication.[B] Demonstrate to students effective and ineffective communication. Ask one student to describe a positive recent occurrence in his/her life. As the student is talking, give positive feedback such as "That is really very interesting." "Tell me more." "Super. Great." Ask the student to describe feelings about the feedback received. Repeat the demonstration giving negative feedback to the student's description of a recent happening. Ask the student to describe

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feelings regarding the negative feedback. Ask the class to analyze the difference in responses to the feedback received.

Have students complete the following sentences:

* "The most effective way I communicate is...."
* "The worst way I communicate is...."
* "The biggest complaint I have about the way my friends communicate is...."
* "The biggest complaint I have about the way my parents communicate is...."
* "The biggest complaint I have about the way my brothers/sisters communicate is...."
* "The most important rule to remember for good communication is...."

Lead a discussion about student responses noting similarities and differences in students' ideas about effective communication.

Have students develop a class list of communication habits that promote friendship such as being an attentive listener, being honest, sharing feelings, sharing facts, comparing ideas, keeping a positive voice tone, avoiding harsh remarks, timing your responses, and using appropriate body language.

Divide class into groups. Ask each group to select a setting such as classroom, dating, family, or school activity and devise a list of communication problems that could exist. Each group should also devise ways to avoid or correct communications that could exist.

2. Developing communication skills
   a. Non-verbal

Ask students to listen to a taped audio message. Ask students to individually interpret the message received by writing what they interpret the meaning to be. KEY QUESTIONS: Did everyone receive the same message? Why or why not? What affected the messages received? Why is listening for the real meaning of oral communication important?

Have students construct a simple design or line drawing from oral instructions given by a student. Do not allow students to ask questions during the instructions and do not repeat instructions. Share drawings. Lead students in a discussion about the ways verbal communication can be improved. What frustrations did students have in completing the design?

Instruct students to read a short magazine or written article explaining skills in effective communication. Give a one minute summary to the class. Ask students to repeat what you said. Evaluate summaries comparing them with what you wanted to communicate.[B]

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CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Encourage students to brainstorm and develop a class check sheet listing effective communication skills. Ask each student to rate their communication abilities. Use the scale—Always, Sometimes, Never. Include statements reflecting communication skills in listening, oral, writing, non-verbal, eye contact, grammar and language skills. Using Teaching Aid 15, The Process of Non-Verbal Communication, lead a discussion on the process of non-verbal communication. Make a list of examples of non-verbal communication.
	Divide class into small groups and play charades. Identify common messages that groups can dramatize. Examples are I really like you; I am really upset with your behavior; I am very happy; I am very unhappy; please, leave me alone; please, let me be a part of your group; I don't know; I don't care; I am bored; and I am very excited.
	Show students a segment of a silent movie. Have students individually write their interpretation of what is happening. Compare interpretations.
	Lead a class discussion about the use of I-messages in effective communication. Also, discuss You-messages showing the differences between the two types of messages. Divide students into pairs and practice sharing feelings by using I-messages. Instruct students to use simple I-messages excluding communication that says why or because. Stress communicating what is felt rather than why.
b. Verbal	Explain the meaning of active listening. Break class into pairs. Have one person of each pair share the most exciting moment of his or her life. Have the partner demonstrate active listening by restating the experience that was just described to them. Reverse roles with the one sharing becoming the active listener. KEY QUESTIONS: How accurately was each experience understood? How could active listening lead to more accurate messages given? more confidence of the listener in the degree of their understanding?
	Lead the class in a discussion on the importance of written and oral communication. KEY QUESTION: Can one effectively communicate if the person does not have the basic skills of communication?
	Have students identify ways that individuals may independently improve oral and written communication. Lead the class in a discussion regarding the importance of communication as it relates to leadership skills.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Invite a speech or English teacher to class to discuss the importance of communication and self help techniques. Afterwards, have students prepare a presentation on how to improve communication skills or how communication skills are necessary for survival. Have each student verbally give the presentation. Evaluate the student's ability to effectively use oral communication skills.[B]
	Explain the meaning of active listening. Working in pairs, have students practice stating ideas after they have restated what the previous person has stated. Monitor students giving feedback whether or not each person restates the last meaning stated before making comments. Students may be asked to share the most exciting moment of their lives or the most disappointing moment of their lives.

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TAC 75.50
LIFE MANAGEMENT SKILLS
UNIT II

COMPETENCY: (b.2) *Concepts and skills related to problem solving and acceptance of responsibility.*

SUB-COMPETENCIES: (A) *Explain procedure for making decisions.*

(B) *Summarize the effects of personal priorities, perceptions, and attitudes on decisions.*

(C) *Describe the relationship between decision making and assuming responsibility for behavior.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
II. Problem solving and accepting responsibility A. Decision-making 1. Types of decisions	Have students look up the definition of *decision*. (Decision—a choice between two or more alternatives or options). Lead students in a discussion about the definition in class. KEY QUESTIONS: How many decisions are made in one day? Are some decisions more important and more difficult than others? What kinds of information are needed to make decisions? Where can the information be found?[B] Ask students to name the ways people make decisions. Possible answers include flipping a coin, leaving it to chance, letting others decide, default—not making a decision, imitation, habit, impulse, and a step-by-step process. KEY QUESTIONS: What are some possible problems with leaving decisions to chance, flipping a coin, or default? What problems are associated with impulse decisions? How would you categorize the way most habitual or programmed decisions—those repeated decisions which we make day after day with little time and effort expended? How do habitual decisions help you? Ask a student to write the following phrase on the chalkboard: "Think before you act." Ask students to give examples of times they *acted* without thinking through the possible consequences. Then, have each student explain how thinking through the choices might have led to better results. Provide students with possible examples of acting before thinking. Examples are spending entire summer earnings on a stereo, dropping out of a class at midterm, and not studying for an important test. Lead students in a discussion about the different types of frequently made decisions. Include economic decisions (how

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much money to spend on a new bike), technical decisions (features desired on the bike such as the number of speeds), and social decisions (which movie to see with friends). The examples given are simplified so the discussion should bring out the following facts. Examples are economic decisions dealing with multiple goals and scarce resources, technical decisions relating to the achievement of a single goal, and social decisions usually solve problems where value conflicts exist. Other types are legal decisions where standards are applied to practical situations to settle disputes and political decisions that decide how decisions are made and who makes them.

Ask students to write a paper on how economic decisions affect resources such as money, time, energy, and natural resources. KEY QUESTIONS: Are these resources limited? Do choices about these resources tend to be *either–or* choices? Are these resources somewhat interchangeable? Should economic decisions affecting resources be deliberate or snap decisions? Should long-term costs for upkeep be considered along with the purchase price when purchasing durable goods? Evaluate the paper in terms of the content and demonstration of good written communication skills.[B]

Have each student write a report on a technical decision made recently. Have them describe what information they obtained before making the decision and whether or not they are now satisfied with the choice that was made. Evaluate the report based on effective written communication.[B]

Ask students to find current newspaper and magazine articles which tell about the emerging trends in the computer information field. Have each student give a brief summary of the major points in the article in class. Lead students in a discussion about how new trends in computer information collection, storage, and use may influence technical decisions in the future.[B]

Ask a student to write the following statement on the chalkboard: "Social decisions are more difficult to make than economic and technical decisions." Have students discuss the statement and explain why they agree or disagree.

2. Major and minor decisions

Have students make a list of decisions made during the past three days and then classify each decision as major or minor. A decision is major if it requires further decisions. An example is a decision to attend a state meeting of a school organization requiring other satellite decisions such as what clothes will be needed, what transportation will be used, how much money will be required,

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etc. Provide students with a definition of a *satellite decision.* An example is decisions made in order to carry out major decisions.[B]

Lead a class discussion about minor decisions that are made daily. Examples are where to eat lunch, what movie to see, which clothes to wear, etc. Have students cite other examples. KEY QUESTIONS: Is this type of decision difficult to make? Do other people need to be consulted? Does information need to be gathered?

Encourage students to brainstorm to identify minor decisions which might be required following a decision to attend the class banquet or any event that is scheduled for your school. Minor decisions for attending the banquet might include costs, transportation, time arrangements, what to wear, etc. KEY QUESTIONS: Who will make these minor decisions? Will information need to be obtained from others to make the decisions?

3. Habitual decisions

Have students name tasks that are performed by habit or almost automatically such as brushing teeth, taking a shower, eating, etc. KEY QUESTIONS: What are the advantages and disadvantages of performing tasks habitually? What are examples of habitual decisions that may be considered bad? (An example is buying same brand of product even if another is cheaper or better.) Why is it important to identify desirable and undesirable habits in the formative stage? How do things become habit?

Lead a discussion about the following statement: "Habitual choices may not be true decisions." Point out to students that some experts regard habitual decisions as resources which save time to be used in making fresh decisions. Ask students to decide if they agree or disagree with this definition and give reasons.

Ask students to estimate the amount of time saved daily by the use of habitual decisions. Explain by using the following example: begin with the sounding of the alarm in the morning, a decision is made on whether to get up immediately or sleep five to 10 minutes longer. Estimate the time it would take to make this decision consciously. Progress through the routine of a day's activities and estimate the time saved by each habitual choice. Add the totals and discuss in class. Have students predict what the day would be like without the use of habitual decisions.[B]

Divide students into groups. Have groups write skits titled, "Not All Habits Are Bad" showing what life would be like if each

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CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	decision from the moment one woke in the morning had to be made consciously. Present the skits in class. Evaluate the students' ability to communicate effectively through the use of skits.[B]
4. Interrelatedness of decisions	Lead a class discussion about how one decision may affect another decision. Focus the discussion on a fictitious individual or family situation. List the resources that are available and the needs and goals of the individual or family. What effect would the decision in this situation have on the resources available for satisfying other needs or wants? For example, if one family member buys clothes, then there may not be enough money to buy food, a washing machine, medicine, or other items for the family. In addition, money may not be available for gasoline for the car to get family members to work, school, or recreation activities. However, if all members of the family want the person to have the clothes, they may be willing to give up other things in order to make the purchase. Divide students into small groups. To each group assign a decision problem facing teens. An example is a teen asking a friend permission to cheat on an exam. Ask each group to analyze the decision using the steps in the decision-making process and develop a skit that is videotaped or presented live to the class. Lead the class in a discussion about each skit, analyzing the group's use of the decision-making process, stage of decision-making maturity displayed, and consequences of the decisions. Ask a group of students to develop a bulletin board illustrating the dependency of one decision on another. The domino effect or a chain showing one decision linked to another decision might be used as a theme.[B] Have students identify and discuss related decisions that would have to be made after one makes the major decision to purchase a car. Examples are how to finance the purchase, whether to buy a used or new car, how much insurance will be required and at what costs, gasoline mileage, extended warranty, etc. Ask students to explain how these decisions relate to the major decision to purchase the car.
5. Steps in decision making	Use Teaching Aid 16 , Steps to Decision Making, to introduce the decision-making process to the class. Have students read textbooks dealing with the decision-making process. KEY QUESTIONS: Do the references agree on the number of steps for making decisions? What similarities and/or differences were found?[B]

[B] = Basic Skill Reinforcement

Show students a transparency of Teaching Aid 16, Steps to Decision Making. Lead a discussion about the steps in the process. KEY QUESTIONS: What is meant by the term *alternatives*? What is meant by *pros* and *cons*? What are the positive and negative results of your decisions such as how the decision will affect you and others now and in the future? What is meant by evaluating your decision? CRITICAL QUESTIONS: Is it better to carry this process out in your head or on paper? Why? How does evaluation help you in future decisions?

Have students review the decision making process by analyzing typical decisions made by teens. Decisions to be analyzed could include the following situations.

* How should you spend an allowance?
* Should you take a part-time job or not?
* How should you spend free time on the weekend?
* Which school/community activities should you become involved in?

Encourage students to brainstorm to identify some problems or decisions that teenagers can relate to. Examples are eating a banana split or an apple for an after school snack, playing tennis with a friend or taking care of a younger brother or sister, cleaning your room or leaving it for the weekend, etc. Divide class into groups and have each group apply the steps in decision making to one of the identified problems. Ask them to list choices or alternatives for solving the problem. Then consider and rule out the choices that don't seem practical or reasonable. Have each group elect a group spokesperson to report on the group's selection and reasons for it. KEY QUESTIONS: Did the group select the alternative or solution that seems best for the situation? Were the long-term costs considered? Was the time and energy involved considered?

Write the following statement on the chalkboard: "Decision making is not easy." Ask students to discuss the statement. KEY QUESTIONS: What are some risks and elements of uncertainty involved in decisions teenagers face? How could these risks be reduced? Is a decision ever risk-free? Why?

Have students use Teaching Aid 17, Decision Making Report, to report on a decision made in the past three weeks. Turn in for evaluation based on the evaluation process introduced in next activity.[B]

Lead a class discussion about the importance of evaluating the decisions they make. Teaching Aid 18, How Close Are You?,

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may be used to lead the discussion. KEY QUESTIONS: What is the purpose of evaluation? How will it influence future decisions?

Lead a class discussion about the advantages of using the step-by-step decision-making process to make decisions. Be sure to include the following: 1) more likely to be satisfied with the decision, 2) will feel more in control of life, and 3) helps avoid the effects of emotionalism on decisions.

B. Effects of personal priorities, perceptions, and attitudes on decisions

Have students complete the following statements on paper: "If I could have only one thing, it would be...." "If my house were burning, the one thing I would save is ...." Ask student volunteers to share answers. Note individual differences. Define the term *values*. (Values—things or ideas important to a person). KEY QUESTIONS: Do the answers to the two statements reflect your values? Why or why not?

Show a transparency of Teaching Aid 1, Commonly Listed Values. Point out that we prioritize our values in our minds from most important to least important. Our values then guide how we act or behave and the decisions we make.

Hand out copies of Teaching Aid 19, Case Study on Decision Making. Ask students to identify a decision people might make if their primary value was the value listed in parentheses. Repeat for the second value in parentheses. Compare the decisions. Note that persons make decisions based on their values.

Read the following statement: "Our decisions are based on our perceptions." Lead a discussion about the meaning of the term perceptions. (Perceptions—the way in which we comprehend, view, or understand the aspects of a decision). For example, one person may perceive a decision differently than another because of past experiences. Discuss the following factors and how they can change perceptions of a problem. Stress that the factors especially limit the generation of alternatives in the decision-making process. Factors include: skills you possess or do not possess, environment such as climate, available stores, etc., parents, peers, time, lack of information.

Assign students to prepare a list of one of their parent's 10 most important values. Have them compare the values with their own previously-prepared list. CRITICAL QUESTIONS: Are the lists the same? similar? very different? Would this cause you to make decisions differently or similarly? Why? Do you think your values will change over the years? Why or why not?

Divide the class into groups. Have groups role play the situations about the differing perceptions of persons in different generations

in relation to decisions. After each role play, lead a class discussion.

1) Joni owns several dresses she could wear to a dance. She wants to buy a new dress for the upcoming school dance. Her grandmother thinks buying a new dress would be too extravagant because when she was Joni's age, she only owned two dresses. The situation is being discussed at dinner. Joni, her mother and father, her grandmother, and her two older brothers are present. KEY QUESTIONS: What are Joni's values? What are her grandmother's values? Why do they have different perceptions of the decision to be made?
2) John has taken piano lessons since second grade. The piano lessons interfere with his being able to be on the debate team. His dad, who really wanted to take piano lessons as a child but his family could not afford them, does not want him to quit the lessons. John is discussing with his parents whether or not to continue the lessons. KEY QUESTIONS: What are John's values? What are his dad's values? How do their perceptions of the problem differ?
3) Tad wants to double date with an older friend who can drive. His mother says he may not because she has heard that the friend has gotten three speeding tickets. Tad, an only child, is discussing the situation with his mother, who is a single parent. One of her friends, an emergency room nurse, arrives during the conversation. KEY QUESTIONS: What are Tad's values at this point in his life? How does his perception differ from his mother's? from the nurse's? How might the fact that Tad is an only child influence his mother's perception of the situation?

Ask students to define the term, *prejudice*. (Prejudice—an illogical attitude based on insufficient information). Lead a discussion about how prejudices might affect decision-making. Have students suggest how the following prejudices might affect decisions: 1) A father who thinks all males with long hair are bad influences on his son; 2) A teen who feels all teachers cannot be trusted, and 3) A teen who thinks all parents are too strict. KEY QUESTION: What are some other prejudices which might affect decision-making? How were such prejudices formed?

C. Decision making and personal responsibility

Lead a class discussion on what it means to take responsibility for decisions. CRITICAL QUESTIONS: If a decision is made to cheat on an exam, are you willing to assume responsibility for a failing grade and an explanation to parents? What are some other situations in which a person must accept responsibilities for his or her decisions?

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Have students participate in a buzz session to share ideas on how to manage these personal responsibilities. Share ideas on setting priorities.
	Lead a discussion about the advantages and disadvantages of becoming responsible for your own decisions. To lead the discussion, use the following KEY QUESTIONS: What are the advantages of making your own decisions? What are some possible problems with making your own decisions? What are the likely results of good decisions? What are the likely results of poor decisions? Who will be most affected by your decision-making? Who else may be affected? How can you gain increased privileges and responsibilities for making decisions?
1. Self-improvement	Assign a reading or show a film or videotape describing the effects on teens of issues such as tobacco use, pressure for scholastic achievement, cheating, drug and alcohol abuse, runaways, etc. Divide the class into small groups and have each group prepare a symposium presenting information about the problem and effects upon teens and families. Ask students to present the following information: * What is the scope of the issue as it affects teens in your community? * What are the physical and emotional effects on teens involved in the issue? * What are the legal implications and considerations for teens involved in the issue?[B]
	Invite a police officer to visit the class and discuss the legal consequences of involvement with drugs, alcohol, shoplifting, runaways, acts of violence and abuse for teens.Guide students in preparing questions for students to ask the officer in a short question and answer session.
	Instruct students to write a paragraph on who they feel is responsible for a teen's health and appearance and why they feel that way. Poll the class to determine who the students identified.
	Have students prepare a realistic plan for achieving their self-improvement goal by looking at the choices or alternatives, making a choice, and putting the plan into action. Assign a written progress report, due once a week for the next two weeks.[B]
	Pass out copies of Teaching Aid 20, Case Study on Responsible Decision Making to the class. CRITICAL QUESTIONS: What is James' problem? What are his alternatives? What are the pros and cons of each alternative? What are the likely results? Which

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	alternative should he choose? Why? How will James determine whether he has made a good decision? NOTE: Write four headings on the board "Alternative," "Pros," "Cons," and "Possible Results" in order to record student answers.
2. School tasks	Ask students to list the school activities they will participate in within the next two weeks. Have them include activities such as homework or class projects, class time, club meetings, drama practice and productions, athletic team practice and events, band or choir practice and performances, pep rallies, or riding the bus to and from school. Then have the students estimate the amount of time each activity will require. Total the time for each day and for each week. Compare totals with classmates. KEY QUESTIONS: Will you have to make some choices if there is not enough time for the tasks listed? How will you decide what is most important? How does your list compare to your classmates?[B]
	Provide students with a scenario regarding management of school responsibilities. An example would be: Three teachers have assigned a test on the same day. The three major tests are scheduled for a week from Friday. Knowing your other school responsibilities and home responsibilities, how can you pace tasks so that you are prepared for all three tests and have also satisfied other obligations?
3. Community tasks	Have students find out what opportunities are available in the community for teen volunteer services. Suggest checking with nursing homes, orphanages, hospitals, Big Brother and Big Sister, etc. for ideas on becoming more involved as a volunteer. Have students present a written report of findings including estimations on resource requirements such as time. Evaluate the students' reports on the basis of demonstration of effective oral communication skills as well as content of the report.[B]
	Ask students to plan and participate in a community services project using the decision-making process. KEY QUESTIONS: How much time and energy will be required? Is the project worthwhile? Who will benefit from the project? How will you feel about yourself after the project?
4. Coordination of tasks	Have each student review the activities listed as personal tasks or responsibilities under the categories or self-improvement, home, school, and community. Lead a discussion about how these activities can be coordinated for a minimum of conflict and a maximum of achievement. Remind students that growth and involvement in these areas is a part of the maturation process on the way to becoming a responsible adult.[B]

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Lead students in a discussion about teenagers' responsibilities in coordinating of personal activities with those of their family. Give some examples of how conflicts in schedules can be worked out. Ask students to design a large calendar for recording family activities. Each month fill in the regularly scheduled activities of each family member, such as mom's bowling night and dad's choir practice. Place the calendar in a place where the family can review schedules daily to help prevent conflicts over transportation and time allotments.[B]

[B] = Basic Skill Reinforcement

TAC 75.50
LIFE MANAGEMENT SKILLS
UNIT III

COMPETENCY: (b.3) *Concepts and skills for achieving optimum personal health and appearance.*

SUB-COMPETENCIES:

(A) *Describe sources, impact, and techniques for managing stress.*

(B) *Apply principles of good grooming.*

(C) *Apply principles of good nutrition.*

(D) *Relate good health practices to personal well-being and achievement.*

(E) *Summarize principles for selection and care of clothing.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
III. Achieving optimum personal health and appearance	Define and lead a class discussion on *emotions*. Have students complete the word search in Teaching Aid 21, Emotions. Discuss each emotion listed in the word search. KEY QUESTION: How do a person's emotions affect that person's well being? Define the word attitude. Ask the class to define and discuss the meaning of *positive attitudes*. KEY QUESTIONS: How do positive attitudes influence emotional and mental health? How can people improve their attitude? Ask students to think of people they know who have negative attitudes. KEY QUESTIONS: Is it fun to be around a person who is negative? How are attitudes communicated? Is there any difference in how persons with positive attitudes and those with negative attitudes tend to respond to difficulties? If so, explain. Invite a school coach to class to discuss how positive attitudes affect a wining team. Have students to prepare questions before hand. KEY QUESTIONS: How does one promote positive team spirit? Is a positive attitude contagious?
A. Sources, impact, and techniques for managing stress	Duplicate and pass out copies of The Adolescent Life Change Event Scale to evaluate the students' current level of stress available on page 30 of *Home and Careers* from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas. Lead a class discussion on the various levels of stress and their effects on health.
1. Sources of stress	Have students anonymously write and turn in a list of things or events which cause them to feel stress and strain. Read the lists

and write the stressors on the chalkboard. Tell students that *stress* has been defined as worry or strain caused by new or different situations. List the following categories on the chalkboard and explain: everyday stress (ES), unexpected situations (US), sustained stress (SS) and crises (CR). Have students categorize each of the stress sources listed on the board as you label each with the key letters in parentheses. KEY QUESTIONS: What is an example of everyday stress? of an unexpected situation? of sustained stress? of crises? of stress which will have positive results?

Ask students, "Would you like to live without stress?" Lead a discussion about students' answers. Be sure to mention that stress is a natural part of living and that a life with no stress would be boring.

Give students a handout of Teaching Aid 22, Teen Stress Scale. Read over the stressors listed and discuss with the class why each item is a source of stress. Have students privately compute their own stress scores. KEY QUESTIONS: Are the events on the scale negative? Which are positive? Can positive events cause as much stress as negative events? Why or why not? Why might it be good to know your stress score?

2. Impacts of stress

Lead students in a discussion about the positive effects of stress. Include that stress keeps us alert, helps us try harder, and stimulates or motivates us to action.

Divide students into small groups. Have the group consider a situation and present a skit showing how the person might react under stress. Assign each group one of the following situations: 1) A single mother is so busy working and caring for her home and family that she has no time for herself; 2) A teenager is going on the first date with a girl/guy that has long been admired; 3) A teen is being pressured by friends to drink although there is no desire to; 4) A family with two teenagers has decided to move to another state; 5) A teen's father wants him/her to be the star of the basketball team; 6) A teen feels overloaded with a test coming up; 7) A teen feels that he/she has no really good friends.

Have students tell how they feel physically and emotionally when they are experiencing stress. Show a transparency of Teaching Aid 23, Signs and Symptoms of Stress. Lead students in a discussion about the signs and symptoms, and point out that they may also be indicators of other physical and emotional problems.

Invite the school guidance counselor to discuss the types of stress faced by teenagers and how it affects teens and their families. Have students prepare questions for the speaker.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Write the following list on the chalkboard: increased mental and physical health risks, ulcers, exhaustion, heart disease, eating disorders, violent behavior, suicide. Ask students to suggest how these occurrences are related to stress. Point out that, although a cause and effect relationship cannot be proved, these occurrences often coincide with continued, uncontrolled stress.
	Assign students to choose and write a report on one of the following topics: anorexia nervosa, bulimia, child abuse, spouse abuse, teen suicide. Have students explain their topic and how it relates to stress. On the day the papers are due, discuss the reports in class. Evaluate reports on the basis of good written communication skills and content. KEY QUESTIONS: What kinds of stress have been related to eating disorders? to child abuse? to spouse abuse? to teen suicide? CRITICAL QUESTION: How can stress felt by people affect others living around them?[B]
	Invite a local psychologist, family counselor, or doctor to explain the warning signs of suicide and how students can help friends who are contemplating suicide. Have students prepare questions in advance for the speaker. KEY QUESTIONS: What are some signs that a person might be contemplating suicide? How should I react to such signs? To whom can a person turn for help if contemplating suicide?
3. Techniques for managing stress	Assign students the task of interviewing four persons—two adults and two teens—to find out how they cope with stress in their lives. Have students report their findings in class. Evaluate each student's ability to use effective oral communication skills. KEY QUESTIONS: How do the persons you interviewed cope with stress? Did the teens and adults cope in the same way? CRITICAL QUESTIONS: Which coping methods were positive? negative? Is there one stress management method which will work for everyone? Why or why not?[B]
	Show a transparency of Teaching Aid 24, Stress Management Strategies. Lead students in a discussion about how each positive strategy reduces or relieves stress and how each negative strategy offers only temporary escape from the stressor and often leads to further stress.
	Divide students into groups and give students a copy of Teaching Aid 25, Stressful Situations. Have the groups read each situation and answer the accompanying questions. When groups have completed their task, lead a class discussion about each situation and the questions. Explore differences in group answers to the same questions.[B]

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Lead a class discussion about how an individual's family can help him/her manage stress. Include the following questions in the discussion. KEY QUESTIONS: How does stress felt by one or more family member affect the family? How can the family help an individual manage stress?
B. Principles of good grooming	Ask students to define the term, *grooming*. (Grooming—the way you clean and care for your body.) Have students suggest components of a good grooming plan. Be sure the following are included: basic cleanliness, skin care, hair care, dental care, hand and foot care, makeup, and clothes.
	Write the following statements on the chalkboard: "Good grooming can improve your self concept;" "Good grooming helps you make a better first impression;" "Good grooming leads to good health." Lead a discussion on the three statements including student agreement/disagreement. KEY QUESTIONS: How can good grooming give you a better self concept? When is your first impression especially important? Why do some people think their first impression should not matter? How is health related to grooming?
	Lead students in a discussion about the relationship of grooming to appearance. KEY QUESTIONS: What factors determine how you look? Can you change inherited characteristics? How can you deal with characteristics you don't like? How does health affect appearance? What are some examples of fashion trends affecting appearance? How is concern for and attention to grooming related to your appearance? CRITICAL QUESTIONS: Must you be beautiful/handsome in order to be attractive? Why or why not?
	Have students read selected references on good grooming habits—cleanliness, skin care, hair care, dental care, hand and foot care, and makeup. Then place a transparency of Teaching Aid 26, Personal Grooming Schedule, on the overhead and have students suggest the frequency with which grooming practices should be carried out.[B]
	Invite a dermatologist to discuss skin care with the class. Have students prepare questions prior to the doctor's visit. KEY QUESTIONS: What causes acne and pimples? Why do teens have more acne problems than other groups? What is the effect of tension and stress on skin? How do foods affect acne? How can skin problems be controlled? How do dermatologists treat acne? What causes dandruff? How can it be prevented? How should skin be cared for daily?

[B] = Basic Skill Reinforcement

Invite a local hair stylist to speak to students about hair care and choosing appropriate hair styles. Have students prepare questions in advance. KEY QUESTIONS: How often should hair be washed? What products are needed for hair care? How should a hair style be chosen?

Invite a dentist or dental hygienist to discuss dental care and demonstrate appropriate dental care techniques such as brushing and flossing. Have students prepare questions in advance. KEY QUESTIONS: What are the components of daily dental care? Why is brushing important? flossing? What is the correct method for flossing? brushing? How often should teeth be cleaned? examined by a dentist?

Invite a cosmetologist to discuss the use of cosmetics with the class. Have students prepare questions in advance. KEY QUESTIONS: What cosmetic products are available? What are the differences in expensive and inexpensive cosmetics? What are some guidelines for makeup application? How do special occasion cosmetics differ from cosmetics worn daily? What is the main purpose of cosmetics? What are other purposes of cosmetics (drama, TV, cover up, protection, special effects)?

Have students look through magazines at home, in class, or in the school library to locate print advertisements for grooming products. Lead a discussion about the advertisements in class. KEY QUESTIONS: How do advertisements try to convince you to buy the product? Are these the criteria you should use to choose grooming products? Which products are really necessary for good grooming? Do you believe the claims presented in the grooming product advertisements? Why or why not?

Lead a discussion about the need for self-responsibility and discipline in setting up a grooming routine. KEY QUESTIONS: Who is responsible for your grooming? Why is it important to set up a grooming routine now?

Give each student an index card. Have each person write an anonymous note to "Dear Grooming Advisor" about a grooming problem or question. Take up the cards. Then put the cards in a basket and have each student draw a problem, read it to the class, and offer a solution. If a student does not have an answer, allow other students to offer suggestions.[B]

NOTE: It would be appropriate to address section E on selection and care of clothing following section B on principles of good grooming.

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
C. Principles of good nutrition 1. Nutrition and health a. Nutrient requirements	Encourage students to define and state purposes of basic terms related to nutrition. Suggested terms may include vitamins, minerals, protein, fats, carbohydrates, sodium, cholesterol, fiber, and calories Display a chart of United States Recommended Dietary Allowances (RDA) and lead a discussion on the component parts: physical data, protein, fat-soluble vitamins, water-soluble vitamins, minerals, and calories. Focus primarily on the recommended nutrients for the age category of teens: males, ages 11-14; females, ages 11-14. Stress that students can be sure they are getting a balanced diet by using basic nutrition knowledge and comparing their diets with the RDA. Develop a worksheet which consists of a simple typical daily menu with serving sizes of a teenager. Have students in small groups use a table of RDA's to estimate how many units of each major nutrient are met in the total day's intake. Students should be encouraged to do the computations necessary to determine the totals. Help the students examine the nutritional adequacy of the day's menu.[B]
b. Daily food guides	Have students classify components of a hamburger or a pizza into food groups using the Daily Food Guide and Teaching Aid 27, Food Groups. Summarize food groups represented by the pizza and/or hamburger. Explain how a serving of pizza or an average-sized hamburger partially fulfills requirements for each of the food groups and contributes various nutrients needed by the body. KEY QUESTION: What other foods might supplement a slice of pizza or a hamburger to help meet the Daily Food Guide recommendations for teens, ages 11-14? Have each student record from five to eight foods they have eaten in the past 24 hours, including amounts, on 5" x 7" cards. Place the cards in a bag and have each student draw a card other than their own. In pairs or small groups, have students use checklists in Teaching Aid 28, Foods and Food Groups, to determine the adequacy of each set of five to eight foods in meeting daily food guide requirements for teens, ages 11-14. Each group should suggest additional foods needed to meet daily food guide requirements.
c. Special nutritional needs	Present and lead a discussion regarding the Daily Food Guide requirements for various age groups, pregnant women, and lactating mothers. Explain why serving recommendations are different among groups by comparing and contrasting serving quantity recommendations for teens with those of other groups. Determine specific needs of special groups.

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Invite a physician or dietitian to speak about how diet assists in the treatment of health problems; or present information from available resources in a brief lecture. Have students identify special dietary needs or nutrition problems of persons they know. An example could be a student's friend or grandparent. Compile a list of common dietary restrictions that some people must meet in order to stay healthy. Some of the common deficiency problems that result in the need for medical care, such as anemia, night blindness, and osteoporosis, also may be included in the discussion.

d. Nutritious food selections

Write the heading "Nutritious Foods" on the chalkboard. Ask students to name foods that they view as healthy or nutritious and list those under the heading, followed by a brief explanation of reasons why each food is nutritious. If possible, have students obtain nutrition information about each food by referring to a table of nutrient contents or examining nutrition information on labels of food products. Explain that some foods are more nutrient dense, but conclusions about the nutritional value of a foods depends upon how it is consumed as a part of the total daily food intake. Examine the list of students' reasons for stating that various foods are more nutritious and discuss beliefs people hold about foods which are good for you.

Have students read the case study found in Teaching Aid 29, What Shall We Serve? Break the class into small groups and have each group select an appropriate occasion or theme for the party. Each group will plan a menu which includes food and beverages that would be nutritious and appealing alternatives to foods which are high in fat or salt. A representative of each group could report to the class on the menu selections and discuss how knowing about nutrition affected their decisions about what to serve.

As an enrichment experience, have students taste test food items for which there are more nutritious substitutes, comparing the food item to its substitute. Examples include regular peanut butter compared to low-salt peanut butter, American or cheddar cheese compared to low-salt cheese of the same type, and regular carbonated beverages compared to low sugar beverages.

e. Appearance

Instruct students to list three things about their health and appearance with which they are pleased and three things with which they are not pleased. Compile a class list for discussion. What things are likely to change with time? Examples are skin problems, overweight, underweight, or short in stature. Reach a consensus in class on things that can be controlled with good nutrition. Examples: maintaining proper weight, maintaining good health, etc.

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Invite professionals to come to class for a panel discussion or have students to conduct phone interviews on the relation of nutrition to health and appearance. Include the following persons in the panel: 1) A dentist or a dental hygienist to speak about the effects of sugar on teeth. Have a discussion on foods and drinks, such as soft drinks, that are high in calories because of a high amount of sugar. 2) A dermatologist to discuss foods that may aggravate a skin problem. Identify foods that are high in calories due to a high amount of fat. 3) A physician or dietitian to present information about diet and its effect on appearance. Present diet plans that are used by physicians to guide persons who wish to attain optimum weight. Have a discussion on how one's diet can contribute to growth and development during the teen years. Distribute copies of Teaching Aid 30, Case Studies on Appearance. After reading the case studies, lead a class discussion. KEY QUESTIONS: What should Kelly do? Should a teenager go on a drastic diet to lose weight? Why or why not? Could she lose 10 pounds safely in one month? Why or why not?
2. Food habits a. Family food habits	Divide students into small discussion groups to examine ways families use food to celebrate holidays or special occasions. Have students list factors which influence these uses of food. Share results of the groups discussions in class. KEY QUESTIONS: What foods are eaten when special occasions take place? Why? How did these traditions begin? How does food affect feelings or mood? Which family traditions would each of the students want to continue in his or her future family? Why? Which of the traditions would students not want to continue? Why? Have students examine their family's food habits. Family members could assist by helping the student make a chart of their food habits, including when, where, and what foods each family member eats in a one or two day period. Students could write a summary of the family's eating habits, concluding with an analysis of how their family members' eating habits affect personal decisions about eating.[B] Lead a class discussion about the ethnic backgrounds of students in the school. Find out the food preferences of the various groups represented. Have each student describe a favorite ethnic food that his or her family enjoys. Describe how ethnic foods contribute variety and nutrition to the American diet.

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
b. Meal patterns	Using library or classroom resource materials, have students to read materials on meal patterns. Define the term *meal patterns*. Lead a class discussion on whether meal patterns are determined by habit, custom, or culture.KEY QUESTION: Are meal patterns the same in different countries?[B] Prepare a display of unusual foods or foods that students don't ordinarily eat as a part of their regular diet. Examples include tofu products, eggplant, artichokes, mangoes, and/or kiwi fruit. Have students develop a taste test rating scale, including color, texture, and flavor. Students could evaluate the foods which are alike such as vegetables, fruits, or dessert items and determine which food items the class as a whole prefer over others.
3. Personal nutrition a. Food preferences	Divide students into groups to compile lists of how emotional needs can influence what is eaten and when it is eaten. Lead a class discussion regarding how satisfying emotional needs through eating may lead to problems with personality and appearance. KEY QUESTIONS: Has there ever been a time when you couldn't eat a meal when you wanted to? Describe the situation. What emotions did you have about not having food available? Have students identify some favorite food items. Using resource materials, have students write a short report explaining the nutritional value of each food as a part of the diet. Provide references which allow the students to include information about the caloric, fat, vitamin, and mineral content of the foods.[B]
b. Eating patterns	Explain to students how conditioning is related to what and when people eat. Have students keep a food diary in which they list the activities and situations they engage in when eating. Lead a class discussion about how eating during various activities, such as watching television or in social situations, can lead to habits that may become problems later on. Divide students into groups to analyze lifestyles and identify typical menus for each using Teaching Aid 31, You Are What You Eat. Ask students to suggest how food patterns provide others with information about a person.
c. Personal dietary choices	Have students role play situations in which peers influence their food choices. Lead a discussion regarding reasons why food choices are affected by peer pressure. List suggestions for reducing the influence of peer pressure on food choices. Possible role play situations include these situations:

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* Pizza with friends is a traditional event after home football games.
* Candy and chips from the vending machine are a favorite choice of your friends.
* Many of your friends skip breakfast to cut calories, then eat a candy bar in the mid-morning because they get hungry.
* Your friends who are into weight lifting tell you that eating lots of red meat will help you build muscle.

Throughout the role play, students should examine how social situations influence their food choices. KEY QUESTIONS: What other ways do friends influence one's food choices? What makes you choose a popular food that you would not ordinarily eat? How can you reduce the effect of peer pressure on your food choices?

Have students read Teaching Aid 32, Case Studies on Etiquette and Dietary Choices, to teach students about etiquette and dietary choices. Have students share their suggestions concerning the case study characters' predicament.

d. Substance abuse

Ask students to define *substance abuse*. Develop a class definition, emphasizing that substances which are abused may include over-the-counter drugs. Examples of such substances may include laxatives, syrup of ipecac, and appetite suppressants, vitamin and mineral supplements, and prescription drugs in addition to illegal drugs/controlled substances, alcohol, and tobacco. Present a brief lecture on the abuse of over-the-counter medications and more dangerous drugs, explaining the dangers of even limited or one-time use of these items.

Assign students to read articles about teenagers and young adults who have abused these substances and the nutritional implications of long-term abuse of various substances. Students could prepare a written report or present an oral report of their findings. Evaluate students' written presentations based on effective communication skills and content.[B]

4. Nutrition information
   a. Nutrient content of foods

Use available resources to show students the variety of reliable sources of information about nutrient content of foods. Demonstrate the use of tables of food composition, three dimensional food models, nutrient comparison cards, computer software programs for nutrient analysis, and nutrition labels on food products. Lead students in a discussion about how students may obtain fast and accurate information about the nutrient content of foods when at home.

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Through an enrichment experience, have students visit or write to managers of food service establishments and find out if nutrition information is available about menu items. Students should share their findings with the class and explain how a customer at the establishment could obtain information which would help in selecting foods that meet particular dietary requirements.

Demonstrate for students the methods for conducting simple tests for the presence of major nutrients in a food by using Teaching Aid 33, Laboratory Tests for Nutrient Content. Tests for sugar, starch, protein, minerals, and/or Vitamin C can be conducted in a class demonstration or by small groups of students in a laboratory setting. Explain how food chemists use more complex tests and instruments to reveal the composition of foods and discuss why it is important that information about the nutrients in food products be made available to consumers and health care professionals.

b. Nutrition labeling

Conduct a nutrition labels scavenger hunt by placing 20 to 30 product labels which contain nutrition information in various locations around the room. Develop a worksheet with a listing of the products for which labels are provided and appropriate criteria for the type of nutrition information available on the labels. Either divide the class into teams or give each student a worksheet to find the items in a given period of time. Students may analyze label information for the following criteria:

* A food to which Vitamin A has been added
* A food to which Vitamin D has been added
* A food to which Vitamin C has been added
* No sugar is present in the food item
* A food which is low in sodium
* A food which is low in cholesterol
* A food which has no cholesterol
* A food that contains 15% of the RDA of protein per serving
* Foods which could be combined to attain 100% of the RDA for Vitamin C
* The food which contains the most calories per serving
* The food which contains the least calories per serving
* A food which is high in fiber

Following the scavenger hunt, lead a discussion regarding the information that appears on labels for food products, including statements about the food's nutritional value which may appear in a location other than the nutrition section of the label. Identify and explain what data must be included on every product. Describe Food and Drug Administration regulations for nutrition labeling.

c. Reliable sources of information

Identify sources of reliable general information related to food and nutrition. Examples are home economics teachers, county

extension services, departments of home economics at colleges and universities, local health departments, the American Heart Association, the American Dietetic Association, and the American Diabetes Association. The U.S. Department of Agriculture and the U. S. Government Printing Office also provides many bulletins related to food and nutrition which are either free or inexpensive. Have students write letters requesting free information or catalogs on nutrition topics.[B]

Encourage students to collect and bring articles from newspapers, magazines, or other sources providing nutrition information. Article topics might include a description of a new diet plan or how to prepare low fat foods. Lead a discussion about how to determine the validity of the nutrition information based on the nature of the information and the credentials of the person presenting the information. If possible, have students identify the professional background of each author. KEY QUESTIONS: How can you tell if the article or book is reliable? Does the article or book promise cures or amazing results? Is the author's opinion supported by others in the field or by research? CRITICAL QUESTIONS: What changes should people make in their eating patterns based on the information in the article? What would happen if most people followed the advice in the article?[B]

d. Food facts and fallacies

Have each student suggest a nutrition myth or provide suggestions and write an essay or newspaper article to be included in a class nutrition newsletter. The article should include such information as how the myth originated, what is inaccurate about the myth, and what is the accurate information based on nutrition principles. The nutrition newsletter could be distributed to classmates.[B]

D. Relationship of good health practices to personal well-being and achievement

Divide students into groups and give each group a poster board or freezer paper and markers. Have students make a poster describing or illustrating a healthy or unhealthy person. Have them present the posters to the class. Lead a class discussion about their descriptions and illustrations.

Lead students in a class discussion on the meaning of the term *health* . NOTE: (Health—a condition of the body or mind characterized by well being and freedom from disease, weakness, or disorder.) KEY QUESTIONS: What are some characteristics of a healthy person? What are some characteristics of an unhealthy person?

Show students a transparency of Teaching Aid 34, Factors Which Influence Health and Wellness. Explain each factor and ask students to give examples of each of the four factors. KEY

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QUESTIONS: Why do we have little control over our biological or inherited characteristics? How can we control our environment? How can we control health care systems? Why do we have more control over lifestyle than the other three factors? What are some examples of lifestyle health decisions over which you have control?

Have students complete a handout of Teaching Aid 35, My Health Lifestyle Inventory, to identify aspects of their lifestyle which are helpful or risky to their health. Tell students that their answers are private and will not be shared.

Lead a class discussion regarding information related to diet, hygiene, and stress management as key influences on good health. KEY QUESTIONS: How does a person's diet affect their health? What are the health benefits of a nutritious, balanced diet? What are the potential health problems of a poor diet? What are the health benefits of good hygiene practices? What health problems might occur as a result of poor hygiene practices? How can effective stress management benefit a person's health? How can ineffective stress management affect a person's health adversely?

Invite a doctor to speak about the benefits of exercise and how to set up a personal exercise program. Have students develop questions prior to the speaker's visit.

Have students develop a personal exercise program, which they feel they could follow. Have them describe the program and present information, based on library research, on how the chosen form of exercise could benefit them. Lead a discussion about the exercise programs in class.

Show students Teaching Aid 36, Benefits of Regular Exercise. As a class, read and discuss each benefit. KEY QUESTIONS: What types of exercise improves one's health? Does a particular type of exercise improve more than one concern? If so, what are some examples?

Assign students to read selected references on the body's need for adequate rest. Lead a discussion regarding the body's need for adequate rest. KEY QUESTIONS: How much rest does the body need daily? What are the health benefits of adequate rest? What health problems are associated with inadequate rest?[B]

Ask each student to anonymously answer the following two questions on a sheet of paper: 1) What has kept you from being able to fall asleep in the past? 2) What do you do to help yourself

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fall asleep when you are having trouble sleeping? Take up the papers and read the answers to the first question. Then write the word *insomnia* on the board and explain that it is the term for difficulty in sleeping. Read the students' methods for falling asleep. NOTE: If not mentioned, add the following: 1) Get adequate exercise; 2) Relax before retiring; 3) Avoid caffeine in the evening; 4) Drink a glass of warm milk; 5) Be sure to have a comfortable mattress and a moderate room temperature.

Invite a local law enforcement officer to speak to students about protecting their personal safety. Suggest that the officer include threats to personal safety such as going out alone at night and how to avoid dangerous situations. Have students prepare questions to ask the resource person.

Show Teaching Aid 37, Promoting Mental and Emotional Health. Lead students in a discussion about how each point contributes to mental and emotional well-being. KEY QUESTIONS: How does physical health affect mental and emotional health? How does mental and emotional health affect physical health?

Lead students in a discussion regarding the role of the family in promoting health. KEY QUESTIONS: How can the family promote good physical health? mental and emotional health? How would you describe a healthy family?

Instruct students to write a paper entitled, "What I'm Doing to Help and Hurt My Present and Future Health." Evaluate students' work for effective written communication skills and content.[B]

Divide students into three groups and have students read each case study in Teaching Aid 38, Case Studies on Health Practices. Ask students to decide within their groups how the person can solve the problem described in each situation.Ask a volunteer from each group to share the group's solution with the class.

Lead a class discussion regarding the relationship of self-responsibility and good health practices. KEY QUESTIONS: On whom does much of your health depend? What are some benefits of positive health practices? How can a family help its members to accept responsibility in health practices? Show Teaching Aid 39, Factors Contributing to Premature Death in the U.S. Discuss the need to be responsible in lifestyle decisions in order to avoid premature death.

Invite representatives of the medical community or American Cancer Society and American Heart Association to discuss how

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responsible lifestyle practices can affect health. Have students develop questions for the speakers.

NOTE TO TEACHER: It would be appropriate to address section E selection and care of clothing following section B principles of good grooming.

E. Selection and care of clothing

1. Importance of clothing

Call students' attention to a bulletin board titled, "Why Clothes?" On the bulletin board feature pictures of young adolescents in clothes that protect, like overcoats and raincoats; clothes to conform, like mini skirts; clothes for comfort, like jeans; clothes for fashion, like party dresses; clothes to express individuality, like monogrammed shirts; and clothes for specific activities, like swimsuits. After a brief discussion of the bulletin board, direct selected students in a skit in Teaching Aid 40, The Importance of Clothing. After the skit, lead a class discussion. KEY QUESTIONS: What did the problems in getting ready for school relate to? What type of clothing concerns did the brothers and sisters have? What was the mother's concern? How do these concerns relate to ordinary people?

Ask students to read the text section on why we choose the clothes we wear. Ensure reading comprehension by having students recall reasons for clothing choices from the reading. Ask a student to write the list on the chalkboard. After this list is finished, encourage students to add their own reasons for making particular clothing choices.[B]

Have students list each item of apparel they are wearing and write the reason they chose to wear it. Lead a discussion about the results. Assign students to complete Teaching Aid 41, Reasons For Clothing Choices.[B]

2. Selection

Show students a videotape or filmstrip on selecting apparel to meet needs and wants. After viewing the visual aid, lead students in a class discussion. KEY QUESTIONS: What does the term *appropriate dress* mean? What makes clothing appropriate for an occasion? Is what you are wearing today appropriate for school? Why? When you think you are appropriately dressed, how do you feel? When you think you are inappropriately dressed, how do you feel? What are characteristics of appropriate dress?

Have students list characteristics of appropriate dress. Ask a student volunteer to place the list from the previous activity on the chalkboard. When the list is completed, ask students to complete Teaching Aid 42, Appropriate Dress. Review the information from the worksheet when students have completed the work.

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
	Introduce students to the idea of selecting clothing according to physical characteristics by showing students pictures of a very tall and a very short person. Lead a discussion about how size might affect clothing needs and choices. Then instruct students to read from their text about choosing clothing to meet needs of various body types. After reading is completed, select positive illustrations from clothing worn by class members to reinforce the concepts related to the physique and clothing.[B]
	Lead a class discussion on the role of color (warm and cool) and its contribution to skin tone (blue and yellow/tan). Have students to group themselves according to skin tone. Have those with blue tones stand to the right side of the room and those with yellow/tan tones stand to the left of the room. Ask students to help each other decide on skin tones. KEY QUESTIONS: What is a warm color? a cool color? How may a person know what colors enhance his or her appearance? How should color affect clothing choices?
	In groups, have students experiment with color collars for most pleasing colors. You may wish to use a stack of T-shirts representing as many colors as possible and allow students to try the shirts for colors that are most flattering to their personal coloring. Demonstrate how colors may be worn attractively by anyone if a person's most pleasing colors are placed around the face, as with scarfs, ties, colors, shirts, etc.
a. Building a wardrobe	Ask students to define the term *wardrobe*. Illustrate with a picture of a closet filled with teen's apparel. Write the class definition on the chalkboard. Ask selected students to make oral sentences using the term *wardrobe*. Have students read from the text about wardrobe planning. Review major points from the reading. KEY QUESTIONS: What are characteristics of a well-planned wardrobe? Why is a planned wardrobe important? How does one plan a wardrobe? How can one obtain needed or wanted items? How can we decide if an item is needed or just wanted? How shall one decide whether or not he or she will pursue an item which is wanted but not really needed?
	Have students complete Teaching Aid 43, Clothing Needs and Wants.
	Illustrate for students the principles of wardrobe building with an example. Using a flip-chart or other visual aid, show a student in stick figure form. List major activities such as school, sports, church, part-time job, etc. Next list his or her major clothing needs: three pairs of jeans, three T-shirts, three button shirts, one dress or suit, underwear, canvas shoes, dress shoes, socks, etc.

[B] = Basic Skill Reinforcement

Itemize clothing needs beyond those already in the wardrobe. You may wish to add a want item to the list. Now ask students to brainstorm for ways the person in the illustrated case may obtain the items. Write those ways on the chalkboard. Some examples may be purchase, gifts, recycle, and construct. To reinforce learning, give students case studies of students with clothing needs in Teaching Aid 44, Case Studies on Wardrobe Planning, and ask them to determine ways the needs may be met.

Demonstrate for students ways garments may be recycled. Include these ways in the demonstration: a person passes a garment to another person; one repairs a garment and/or redesigns a garment. The demonstration may include the following:

* Re-hem a T-shirt to make it shorter.
* Re-hem jeans to make shorts.

b. Shopping

Create a laboratory experience for teen shoppers. Present Teaching Aid 45, Case Study on Shopping Practices, to the class. NOTE: The teaching aid is about a teen who has decided to buy a shirt and a pair of jeans with money earned while taking care of a child. The class or small groups within the class must assist the teen in wise shopping and purchasing. Present the case responsibilities as follows:

1) The class must determine where the teen may buy the jeans and/or shirt. List advantages and disadvantages of various sources for the purchases. Make a priority listing of types of stores where the teen might shop for the needed items. Obtain costs of jeans and shirts at the various stores. Compute the difference in costs of jeans bought at different types of stores.
2) Collect as much information as possible for the teen's use in making the purchase. Read about advertising and evaluate ads found on jeans and shirts. Be prepared to tell the teen how to use ads in selecting jeans and shirts.
3) Determine what are wise shopping practices and be prepared to instruct the teen on shopping practices to use for best results.

If the class is large, you may wish to divide it into six groups, with three groups concerned with the shirt purchase, and three with the jean purchase. Each group must plan ways to present the findings to the class. Suggestions for **Group 1** include writing a skit of conversation between father and son on stores to shop. Another option could be developing posters on each type of store. Regardless of the method chosen, each group must take responsibility for helping the entire class understand their process. **Group 2** may share information by displaying a variety of ads and analyzing each one for the class. They may also create an effective ad for jeans, or for shirts, and explain their ad to the class

as they display it. In addition to advertisements, the group may choose to make a poster of other helpful shopping information. **Group 3** may develop "Tips for Teen Shopper" and give a handout on the tips to each class member. Additionally, they may role play several scenes illustrating wise shopping practices. Scenes may include these situations:

* Two teens discuss where to buy jeans
* A teen and parent look at ads and discuss possible purchases
* A parent talks with a teen about planning for a shopping trip.
* Salesperson assists shopper in selection of a swimsuit.

Provide resources for groups of students to use in completing their group's project. Complete the laboratory experience on shopping practices with a class review of each group's work. Analyze and evaluate each group's ability to communicate effectively.[B]

3. Care of clothing

a. Daily care

Focus the lesson on care of clothes with a skit between parent and child on clothing concerns when the teen has nothing clean, pressed or available for wearing to an important event. The parent's concern may be for care which would have made the item available for the teen's event.

Ask students to read text information about daily care of clothing. After the reading, list everyday care on the board. Have the class review the list, then ask students to complete a worksheet evaluating their own daily care habits. Reinforce the information with a filmstrip or videotape on care of clothing.[B]

b. Laundry

Lead a discussion on reasons for sorting clothes for laundry and proper procedure for sorting. Discuss factors to consider when deciding whether garments should be handwashed or machine washed, flat/line dried or machine dried.

Display laundry products used in ordinary care of clothing and demonstrate the following:

* Select laundry products,
* Read labels for care decisions,
* Press clothing,
* Iron garment, and
* Remove stains.

If the classroom is properly equipped, a laboratory experience in clothing care could be conducted with small groups of students rotating through experiences given below:

* Sort clothes and determine care needed,
* Hand wash and dry,

[B] = Basic Skill Reinforcement

* Machine wash,
* Dry and fold,
* Press,
* Iron, and
* Remove common stains such as blood, grease and cosmetics

Evaluate the laboratory experiences with student check sheets.

Invite a dry cleaner representative to speak to the class on effectively using professional clothing care services. Have students prepare questions in advance.

c. Storage

Ask students to read from classroom materials about packing apparel for seasonal storage as well as for daily storage. After the reading is completed, lead a discussion on the following KEY QUESTIONS: Why is it easier to be well-groomed when you have a neat, well-organized clothes closet? How is care of clothing minimized when clothes are stored correctly? Why is it easier to locate certain items of clothing when clothes are stored correctly? How does proper storage of clothes contribute to longer wear? How can clothing selections be influenced by the amount and organization of storage space?

Encourage students to brainstorm to identify where clothes may be stored in the home. Examples may be closets, drawers, shelves, under the bed, boxes, chests, trunks, hooks, garment bags, shoe racks, plastic systems, etc. Consider space which may be useful for a handicapped family member.

Have students collect magazine pictures and advertisements to illustrate the types of closet and clothing storage accessories available. Use the collected pictures to create a bulletin board.

Ask students to draw slips of paper from a brown bag and write answers to the questions found on the slips of paper. KEY QUESTIONS: How should sweaters be stored? Why should shoes be stored in shoe bags or on a shoe rack rather than on the floor? Should clothes be kept in plastic bags? Why? How will hanging short clothing together allow for more storage space? What clothing can be stored on the back of closet doors? What are the names of containers which are good for storing out-of-season clothes. How may one easily pack clothes for a weekend trip? What containers may be used for traveling?[B]

Ask students to summarize storage principles for clothing. Write the principles on large strips of paper and post them around the

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room Examples include "Store items near the place where they are to be used," and "Store like items together."[B]

d. Repair

Ask students to conduct a "Class Needs Search." Give each student an Apparel Detective Badge cut from colored construction paper, and explain that the task for today is to search out garments that need repair. Have selected items located in the room which may be examined for repairs needed. In addition to items placed in the room, volunteers may find some item of their own clothing needing small repairs. Examples include:

* Shirts without buttons
* Jeans with broken zippers
* Skirts with loose hems
* Garments with ripped seams
* Garments with holes

When class detectives have located the clothing needing repair, demonstrate common clothing repair procedures. Following the demonstration, organize a clothing care laboratory. Display tools for repair. Feature needles, thread, pins, scissors, tape measures, rulers, rippers, and fasteners. Provide an enrichment experience on use of the tools before the actual repair of garments begins. Evaluate the students' final product. The projects may include the following:

* Measure a length of fabric,
* Thread a needle,
* Hand sewing a seam,
* Sew a button onto fabric,
* Attach a hook and eye to fabric, and
* Apply iron-on mending tape.

If sewing machines are available, demonstrate for students the use of the machine. Assign students to work in pairs to identify parts of the machine during the demonstration. Have each student thread the machine after the threading demonstration. Provide a practice phase of the session on use of the machines. Direct students in sewing on paper guides and finally on lengths of fabric.

Encourage students to bring a garment from home for the repair laboratory, or you may supply garments from classroom resources. Have student's evaluate garment repair needs and make necessary repairs.

Following the repair activity, encourage students to volunteer time to repair garments for the elderly at a day care center for the elderly or for some handicapped group.

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LIFE MANAGEMENT SKILLS
UNIT IV

COMPETENCY: (b.4) *Concepts and skills related to successful management of human and nonhuman resources.*

SUB-COMPETENCIES:

(A) *Describe human and non-human resources.*

(B) *Identify internal and external influences on resource management.*

(C) *Apply principles of successful management and conservation of resources.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
IV. Management of human and non-human resources A. Human and non-human resources 1. Human resources	Ask students to write what comes to their mind when the word *resources* is mentioned. Students can compare and discuss their definitions. Have students study definitions in textbooks and in dictionaries and compare with their original definition of the term *resources.* Have students list the kinds of human resources that are available to them. Students can compare and discuss the items on their lists of resources. KEY QUESTIONS: What resources are available to everyone? Which resources are limited? Which resources can be expanded? How is the resource of time unique? Use Teaching Aid 46, What Are Your Personal Resources?, to explain to students how human resources include time, energy, attitudes, skills, and knowledge. Ask students to determine which category fits each of the resources they listed in the preceding activity. Lead a discussion on how the family is a resource and have students to identify ways that families have been a resource.
a. Time	Assign students to keep a time log for one day using the form provided on Teaching Aid 47, Time Log: A List of Daily Activities. Students should record the information every thirty minutes from the time they wake up in the morning until they go to sleep that night. Instruct students to total up the time spent in various areas such as school, work, recreation, homework, and sleep. Lead a discussion about students' reactions to the results of the time log. Ask students to identify when they used time well and when they may have wasted time. Have students list general time wasters on the chalkboard as they are mentioned. Ask students to suggest ways to improve time management.[B]

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CONCEPTS	LEARNING AND EVALUATION SKILLS
	Have students develop a pie chart or graph to indicate the percentage of time spent in various types of activities such as sleep, school, homework, and leisure. Have them write a short paper discussing how personal preferences affect time spent in these activities. Evaluate the paper in terms of content and effective written communication.[B]
	Assign each student to interview two or more adults to determine the length of their day and how much time is spent on specific activities. Activities might include housework, yard work, food preparation, gainful employment, transportation, child care, or leisure activities. Analyze the results and discuss factors which affect the use of time. Have students compare the adults' days to their own as represented by the pie chart completed in the previous activity.
b. Human energy	Show Teaching Aid 48, Energy Costs, to students and lead a discussion about the approximate human energy costs for various activities. Which of the activities require the least and the greatest amount of energy? Estimate how much time each activity normally requires. Compute the total amount of energy that would be used for each activity based on the time estimate. Remind students to refer back to the pie chart used in the previous activity for help in time estimations.[B]
	Ask students to study textbooks and the dictionary to find definitions of *fatigue*. Lead a discussion about the definition in class, and explain the difference between physical and mental fatigue. Encourage students to collect pictures of cartoons from newspapers or magazines illustrating activities or tasks that cause physical or mental fatigue. Share illustrations in class. KEY QUESTIONS: Which activities or tasks require the greatest amount of energy? Which activities or tasks do you enjoy doing? Which ones do you dislike doing? Which activities are more likely to cause fatigue? Are activities or tasks which require great amounts of energy commonly disliked? How could tasks be arranged in a sequence so that they are not routine or boring?[B]
	Have students develop a bulletin board of activities or tasks which cause physical and mental fatigue. Divide the bulletin board into halves and mount the illustrations brought to class in the previous activity on either the "Mental Fatigue" side or the "Physical Fatigue" side. Title of the board could be "It's a Pain."[B]
	Ask each student to select a household task to do for a period of one or two hours or more. These tasks might include gardening, washing windows, cleaning floors, sweeping porch, dusting

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house, cleaning kitchen cabinets, cleaning the range and refrigerator, and cleaning the garage. Have students keep a record of when they began, what they did, when they first felt tired, and when they finished the assignment. Lead a discussion about students' findings. Have students decide if their fatigue was due to physical or mental causes. Encourage students to brainstorm to list ways of lessening fatigue when performing household tasks.[B]

c. Attitudes

Ask students to find, read and discuss information on attitudes in textbooks. KEY QUESTIONS: How are attitudes acquired? How can attitudes be changed? What are the advantages of a positive attitude? How can negative attitudes cause difficulty in making decisions?[B]

Have students write a paper describing some attitudes they share with their parents. Examples are likes and dislikes of foods, music, sports, or clothing styles. Lead a discussion regarding how these attitudes were acquired. Describe others who influence attitudes in addition to parents. Evaluate paper in terms of content and demonstration of effective written communication.[B]

Using Teaching Aid 49, Attitudes for Success, lead a discussion about the importance of developing positive attitudes. Point out that positive attitudes are also one of the most important factors in the success of any activity or job. KEY QUESTIONS: How do people exhibit negative attitudes? How do people exhibit positive attitudes? What attitudes are considered essential for job success?

d. Skills

Lead students in a discussion about how family members' individual skills can be used for the benefit of the family. Some examples are gardening skills that could provide fresh vegetables to eat and possibly some to sell, sewing skills to provide clothes at lower costs than purchasing ready-to-wear, car care and minor repair skills which prevent spending money at a car repair shop, and child caregiving skills which could provide additional income for teens as well as providing practice in effective child care techniques.

Encourage students to brainstorm to develop a list of skills the students have or could acquire that could be used to earn extra money. Examples could be baking breads, cakes, or cookies, taking care of neighbors pets and/or plants while they are out of town, window washing or car washing, and doing chores for the elderly. KEY QUESTIONS: What skills does one have now? What skills would one like to develop? Can a family member teach one a skill that one would like to acquire? Explain.

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CONCEPTS	LEARNING AND EVALUATION SKILLS
c. Knowledge	Explain the value of knowledge as a human resource. Lead a discussion about how the basics of reading, writing, and arithmetic influence our entire lives. Have students give examples of things they are able to do that persons without an education might have difficulty achieving. KEY QUESTIONS: Can one read an airline or bus schedule? Can one read a road map? Can one give accurate directions for a specific location in one's city? Can one use a library card catalog to locate needed information? Can one figure a tip on a restaurant check accurately? Can one figure sales tax without a chart or calculator? Can one tell if someone gives incorrect change when making a purchase? Can one fill out a job application? Can one write an effective letter of complaint? Does one need to sharpen personal knowledge about any of these activities? Have students visit the school library and research information about the relationship of education and income. The U.S. Department of Commerce publishes information related to number of years of school completed and average income earned. The most recent census report should also contain information. Have students report in class on their findings. Evaluate the reports on the basis of displaying effective oral communication skills and content.[B] Instruct students to write a paper describing two or three things they want or need. Students should state which human resources can help them meet the need or want and explain how the resources will be used. Evaluate the paper on the basis of good written communication skills.[B]
2. Non-human resources a. Material resources	Show students Teaching Aid 50, Categories of Resources, as an introduction to material and environmental resources. Lead a discussion about material resources. KEY QUESTIONS: Can material resources be expanded or increased? What type of resources would be used to expand or increase material resources? Explain to students that the terms non-human resources and material resources are often used interchangeably. Point out that non-human resources are those assets that people own or can use to achieve goals, such as money, equipment, tools, and property. Lead students in a discussion about the types of financial resources that are factors in the economic well-being of families. Point out that income may be from a variety of sources such as wages or salaries, gifts, self employment, pensions, government aid, local, state and government programs like food stamps, unemployment benefits, housing aid, or low-cost college loans.

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CONCEPTS	LEARNING AND EVALUATION SKILLS
	KEY QUESTIONS: Why is income from labor the single largest source of income in this country? Which resources are individuals most tempted to waste? Which resource is the easiest to control? Divide students into groups and have each group select a type of material resource other than income. Ask the students to read a current magazine or newspaper article about the resource and give a report. Evaluate the report for effective oral communication.[B]
b. Environmental resources	Using Teaching Aid 50, Categories of Resources, lead students in a review of information regarding environmental resources. Ask students to brainstorm and list the community and natural resources available in the area. Have them bring pictures, newspaper articles, ads and/or brochures to class. Ask students to visit a local bank, shopping center, library, post office, or other facility to find out how many people are employed there and how many people use the facility. Have students report findings to the class. Lead a discussion about the worth of having these facilities in the community. Have students interview people who are involved in community service such as Little League coaches, persons who deliver meals to the elderly or handicapped, or volunteers at local hospitals. KEY QUESTIONS: Is there a need for more volunteers? In what activities can teens be helpful? How can working for the community influence an individual's use of resources at home? Instruct one student to contact the local Chamber of Commerce to find out how many service clubs or organizations meet in your community. Have the student report to the class on the number of groups, who the groups serve, and what types of services they provide. Lead a discussion about how these organizations can help students manage resources at home more effectively. Show students Teaching Aid 51, Energy Sources. Ask students to select one type of natural energy source and write a one-page report on the uses, availability and/or depletion of that resource. Lead a class discussion about the papers in class. KEY QUESTIONS: Who owns these resources? Who controls and protects these resources? Why is it necessary to have control? How do these resources affect your life? your community? Evaluate the papers' contents and demonstration of effective written communication.[B] Encourage students to collect articles from newspapers or magazines reporting the difficulties that various people have in

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meeting basic needs and goals. Ask students to analyze the articles to identify resources the people do and do not have available to them. Lead a discussion about the reasons why available resources may be different for these people. Research should include the aged, low-income families, physically and mentally handicapped persons, and various racial and cultural groups.[B]

Invite a panel of resource people to class to discuss how responsible management of family resources can help an individual or family achieve personal and family goals. Panel members might include a county home economics extension agent, a social worker, a banker, and a homemaker. Have students prepare questions to ask the panel prior to the class.

B. Internal and external influences on resource management

Lead a class discussion on the internal and external influences on resource management. Point out that external influences are outside of a person's control, caused by actions of others or from the factors of nature. Explain that internal influences are changes that individuals want to make and are based on their own decisions. Explain the difference between a solution (an action the individual takes to deal with or to eliminate a problem) and a decision (the choices an individual makes to reach a goal or to deal with an existing situation). KEY QUESTIONS: When dealing with change why is it important to first identify whether the change is external or internal? Would the influences be external or internal when finding a job, buying a car, or due to a natural disaster such as a flood or tornado? How do changes stop or continue when an individual is working on problems or decisions? Why is it important to consider possible consequences when making a decision? How can internal and external influences affect an individual's resource management?

Have students write a one to two-page paper describing a situation in which they had to make a decision or seek a solution. If students cannot think of a situation in their own life they may want to use a situation of a friend or a family member but should avoid using actual names. Students should include information as to whether the influences were external or internal. Students can share pages in class.[B]

C. Successful management and resource conservation
1. Management

Lead a discussion about the three steps in the management process including planning, controlling, and evaluating. Also discuss with students the advantages of management:

* Good management helps organize one's efforts.
* Good management helps people consider options.
* Good management helps people avoid overlooking some options.

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CONCEPTS	LEARNING AND EVALUATION SKILLS
a. Planning	Ask students to write a paper showing the planning step in the management process. Examples include a family outing such as a camping trip, a picnic, or weekend menus for the family. Describe who will need to be involved and what decisions will need to be made during the planning. Evaluate the papers for content and demonstration of good writing skills.[B]
b. Controlling	Have students define *control* as it relates to putting plans into action. Textbooks and other references may be used, as necessary. KEY QUESTIONS: How does control differ in a family situation and a business management situation? Why is control a necessary part of management?[B]
	Lead a class discussion about control devices that are used every day as aids to individuals and families in management. Examples include thermostats, speedometers, clocks, and timers. Ask students to add to the list of examples and explain how each item aids in management. Following the discussion, have students role play situations where controls are necessary such as a family outing. Divide students into two groups. Have one group role play the situation without using any controls. Have the second group role play the same situation using controls. Have students compare the results of the role plays.
	Ask students to analyze a situation in which a group has made plans and carefully carried them out. KEY QUESTIONS: What controls were necessary to ensure that the plans would succeed? What do you predict might have resulted in this situation if no controls had been used?
c. Evaluating	Using references, have students define the term *evaluation*. Lead a discussion about the relationship of evaluation to the management process. KEY QUESTIONS: What kind of evaluation will be needed? Who should be involved in the evaluation?[B]
	Ask each student to write a brief paper as an evaluation of a management problem they recently solved. KEY QUESTIONS: How did you make the best possible use of your resources? What decisions and/or plans supported your beliefs? What evidence indicated achievement of a goal? Evaluate each paper for effective written communication skills.[B]
	Have students discuss how the evaluating step in the management process can help one make decisions and plans in the future. KEY QUESTION: How would past successes or failures assist an individual in making future plans?

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CONCEPTS	LEARNING AND EVALUATION SKILLS
2. Conserving resources a. Human resources	Encourage students to brainstorm to create a list of products and equipment which can reduce the amount of time and energy used in particular tasks. Examples are products which include oven cleaners, convenience foods, spot removers, and no-iron fabrics; and equipment like vacuum cleaners, microwave ovens, computers, pressure saucepans, hot water heaters, washing machines, or calculators. KEY QUESTION: Why is saving time and energy important? Show students Teaching Aid 52, What is the Best Choice? Lead a class discussion about how inappropriate alternatives could waste time and energy. Ask students to tell how selection of appropriate alternatives can lead to saving time or energy.
b. Non-human resources	Lead students in a discussion about how budgeting helps families and individuals conserve their financial resources. KEY QUESTIONS: Who should be involved in planning a family budget? How will the plan be controlled and evaluated? Ask students to analyze their own use of money as a resource on a recent purchase. Write a brief paper explaining what was purchased. Lead a class discussion on the effective use of money. KEY QUESTIONS: How do you know you made the most effective use of your money? What evidence of price difference did you find at various stores? Were you satisfied/dissatisfied with the item purchased? Was this purchase extravagant or conservative? How? Evaluate the papers in terms of demonstration of effective written communication and content.[B] Ask a student to turn out the lights in the classroom. If the room does not have windows, it may be necessary to turn on a flashlight. Lead a discussion about the advantages that electric lighting provides. KEY QUESTIONS: What activities would be slowed down or stopped if there were no electricity in the classroom or at home? What changes would there be in your life if electricity did not exist? Is the current supply of electricity unlimited? Is it necessary to conserve electricity? Divide students into groups. Have each group select a different energy source. Each group should find and read resources concerning conservation efforts related to their selected energy source. Examples of new trends that should be researched are geothermal energy (energy derived from steam or hot water from beneath the earth's surface), tax incentives for energy conservation, garbage burning plants, coal gasification plants, solar power (energy derived from the sun), hydroelectric energy (energy derived from the nation's waterways), and nuclear power.

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Have each group elect a spokesperson who is responsible for reporting their findings to the entire class.[B]

Invite a resource person from the local water department to speak about the present and future water supply for your community. KEY QUESTIONS: How much water does your community use on an average summer day and an average winter day? Are there any problems with the water supply? Is the water of satisfactory quality? Is a shortage of water expected in the future? Is recycling of water needed and if so, is it possible?

Show students Teaching Aid 53, Energy Adds Up. Lead a class discussion about how each of these resources is being wasted. KEY QUESTIONS: Which resources are you guilty of wasting? How does waste or overuse of resources affect energy bills?

Have students complete the handout on Teaching Aid 54, Home Energy Conservation. KEY QUESTIONS: What human and non-human resources did you see being used? Were they being over-used? How could the organized management process help this household conserve and use resources effectively? How does one use the decision-making process to outline good conservation methods?

Lead a discussion about the importance of recycling materials such as trash, glass, paper, fabrics, metals, and plastics. KEY QUESTIONS: What products have you used that were recycled? How does the quality of a recycled product compare to other products? What are examples of new trends in recycling? What is the estimated cost and energy savings when utilizing recycled products? What are the advantages and disadvantages of recycling? As a class, have students spend one day collecting trash or aluminum cans to be recycled. Money collected could be donated to the chapter, class, or school. Emphasize to students the importance of recycling materials as a tool for the conservation of resources.

Have students review and discuss the importance of conservation of both human and non-human resources. KEY QUESTIONS: What are the advantages of conservation? How does organized management help in resource conservation? Who should monitor resource conservation? What are some examples of conservation that are monitored by government agencies and civic groups? How does conservation improve our lifestyles?

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LIFE MANAGEMENT SKILLS
UNIT V

COMPETENCY: (b.5) *Concepts and skills related to parenting.*

SUB-COMPETENCIES:

(A) *Describe the responsibilities of parenting.*

(B) *Describe the impact of parenthood on the individuals involved.*

(C) *Explain factors influencing parent/child relationships.*

(D) *Summarize factors influencing the physical, social/emotional, and intellectual development of children.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
V. Parenting A. Responsibilities of parenting 1. Choosing parenthood	Using Teaching Aid 55, Major Life Goals, have each student develop a personal time line listing major goals to be achieved in his or her life such as complete education, establish a career, marry, have children, and own a home. The age of attainment of each goal should be noted on the time line. Ask each student to briefly summarize goals in a brief essay.[B] Have students discuss time lines. Form groups of 10-12 students sitting in a circle. Select a group leader who asks each person in the group to respond to specific questions. KEY QUESTIONS: At what age do you expect to attain this goal? At what point in your life does becoming a parent fit into your plans? Assign a reading on the basic responsibilities of parenthood that includes information about the physical, emotional, social, education, economic needs of children, developing a nurturing, protective environment for growth, and protecting rights of the child. Lead class in a discussion about the importance of choosing parenthood and the effects upon children and parents of not planning when to become a parent.[B] Ask students to brainstorm and identify basic parenting responsibilities, citing examples of each. Draw two columns on the chalkboard. Ask students to list basic responsibilities on one side with examples of each on the corresponding side. One example is providing for physical needs of the child. A corresponding example is making sure the child has adequate clothing. Have students complete a class survey to determine students' attitudes toward parenting. Using Teaching Aid 56, Is Parenting

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CONCEPTS	LEARNING AND EVALUATION SKILLS
	For Me?, add the items suggested by the class members. Individual students may also survey the opinions of their peers outside of the class. Compile the findings.
	Using the results of the survey, lead a group discussion. CRITICAL QUESTIONS: What are some poor reasons for having a child? What are some good reasons for having a child? What are some reasons for remaining childless? If you don't like to be around children or feel comfortable dealing with children, are you ready for parenthood? Why? Why is deciding about parenthood perhaps even more difficult than deciding about a career or marriage?
	Using the results of the survey, assign one student or a group of students to write an article for the school newspaper on "Parenting Attitudes of Students."[B]
2. Readiness for parenthood	Assign a reading or show a film on readiness for parenthood. Include pertinent information about readiness factors such as emotional, social, intellectual, and physical considerations for becoming a parent. Lead the students in a class discussion of these factors. KEY QUESTIONS: What are some signs of biological readiness to be a parent? What social and emotional adjustments are necessary to being a successful parent? Is intellectual readiness important? Why? What are some consequences of parenting without the necessary levels of maturity required? for the parent? for the child?
	Divide students into groups and assign case studies dramatizing the situations found in Teaching Aid 57, Case Studies on Readiness for Parenthood. Follow each case study with a discussion. CRITICAL QUESTIONS: What problems were shown? What values, goals, and/or situational factors affected the problem? What solutions were considered? What were the consequences of solutions considered? What if most couples selected the same solution or made the same decision? How would the solution or decision be accepted by persons closest to the couple? How can the couple better prepare themselves to deal with this problem?
	Have students collect and bring to class newspaper or magazine clippings concerning pressures faced by parents. Articles may include those which deal with dual roles of parenting and work, stress related to financial pressures, emotional, intellectual, and/or physical considerations regarding parenting. Collect articles and arrange a bulletin board entitled, "Are You Ready For Parenthood?"

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CONCEPTS	LEARNING AND EVALUATION SKILLS
	Arrange an out-of-class experience. Ask students to spend time with infants or small children. Have students summarize experiences in a short paper describing their feelings about the experience, what frustrations they felt, and what areas of knowledge they feel they need in order to become a good parent. Evaluate students' papers on the basis of effective written communication skills and content.[B]
	Using Teaching Aid 58, Feelings About Being a A Parent, have students collect responses to the survey from parents. As a class, have students compile findings and analyze according to similarities and differences in opinions among parents of different ages, educational background, ethnic background and work background.
	Instruct students to write an essay on the topic, "You are Ready to be a Parent When...." Evaluate essays on content and good written communication skills.[B]
	Have students identify indicators of parental readiness by observing parents coping with their children in various situations. Students should keep notes on which parents assumed the responsibilities such as feeding, holding, talking to, and disciplining. KEY QUESTIONS: Did you notice a difference in the way the mother and father handled parenting roles? What tasks were performed by the father? mother? What situational factors affected the tasks performed by each and the skill each exhibited in performing the tasks?
	Assign a reading covering the tasks parents are responsible for in caring for infants and young children. Encourage students to brainstorm to list tasks of parents. Compile the list and have each student classify each task into the following categories—tasks I can do well, tasks I know something about, and tasks I know nothing about. Have each student analyze their responses and write a short paper on their readiness to be a parent.[B]
B. Impact of parenthood 1. Demands of parenthood 2. Myths about parenthood	Encourage students to brainstorm to list reasons to have children and follow with reasons not to have children. As students give ideas, write on a graffiti sheet that can be displayed in the room.
	Follow the brainstorm session with a short lecture/discussion bringing out the following ideas: * Our ideas about parenting are conditioned by our experiences as a child. * It is natural to feel that having children is an expectation and is based on values from our parents and society.

[B] = Basic Skill Reinforcement

* Having children satisfies a desire to recreate and give love.
* Children are usually, but not always, fun to be around.
* Being a parent is a natural goal to have.

Divide students into two teams to debate the statement: "A family is not complete without children." Tape the debate and use in future classes to discuss the issue. In the discussion, bring out the major points mentioned in the debate.

Lead a discussion based on the following situation:

> Susan likes and enjoys her younger brothers and sisters most of the time. But, there are times she would rather be the only child in the family. She worries that she might not really want to have children after she is married or whether or not she will be a good parent. KEY QUESTIONS: What do you think about her reactions? Do you plan to have children? How do you think they will affect your life? Would you be willing to give up a full-time job to take care of a child? Do you think mothers should work after having a baby? Do you think fathers, too, should stay home to take care of the baby while the mother works outside the home? What are three ways you think having a child will affect your life?

Assign a reading or present information on the costs of raising a child. Lead a discussion about the importance of financial considerations when deciding to be a parent.

Divide students into small work groups. Have groups write and present skits about a couple who wants to have children and a couple who does not. Instruct students to include in the skits reasons and feelings for having and not having children.

Invite a panel of parents and grandparents to discuss the joys and frustrations of being a parent. Ask panelists to respond to the following KEY QUESTIONS: What are some of the rewards of being a parent? frustrations? How did their lives change after having their first child? If they made the decision to parent again, would they make the same decision? at the same time in their life? What are the costs of raising a child? How did they handle the decision about whether or not the mother should work? Did the father take an active parenting role in caring for the infants and children? Why or why not? Do they ever have mixed feelings about being a parent? Why? Why not?

In a class discussion, have students develop a list of "Parenting Myths." Include items such as anybody can be a parent; parenting doesn't require any educational preparation; parenting is all fun;

children are always cute and sweet. Have students develop a counter list of "Parenting Responsibilities." Lead a discussion about the fact that being a good parent is based on having some knowledge and experience with children and in the parenting role.

Simulate parenting by having students take care of a hard cooked egg for one week. Instruct students that they have the responsibility of the egg's care, protection, shelter, attention, and supervision. Each student should keep a journal including reactions and experiences they have had with the egg child. Structure the experience so that students receive eggs with particular characteristics over which they have no control such as certain physical characteristics or health problems. During each class period of the week, summarize the experience. KEY QUESTIONS: What parental satisfactions did you experience? frustrations? What situations occurred that you were able to handle well, as a parent? What were you not able to handle well? In what areas do you need additional parental knowledge and experience? Are you ready to make the parenting decision? Why or why not?

3. Effects of adolescent parenthood

Show students a video or film about the risks associated with teenage pregnancy. Information given should include health risks for the mother and child, emotional and psychological consequences, effects on educational and career options for the teen parents and long-term consequences for both parents and child. KEY QUESTIONS: Why is parenting as a adolescent not recommended? What are the risks associated with parenting and adolescence? At what age is the teenager ready to have a child physically? emotionally and psychologically? What is the most hazardous health risk for babies of teenagers? What are some difficult choices the pregnant teen must make? What are the demands of teen parenthood and effects upon the lives of the parents and teens? What are some special problems faced by teen fathers?

Invite a resource person from the community to speak about the problems of teen pregnancy in the community and resources available for pregnant and parenting teens. Have students prepare questions in advance of the speaker's visit.

Invite adolescent parents to the class to discuss their parenting experiences. Ask the parents what advice they would give young teens about being a parent while still in high school. Guide the class in preparing questions for the visiting speakers.

Tape an interview with a teen parent about their experiences as a parent. Play in class and lead a discussion about problems associated with being a young parent.

CONCEPTS	LEARNING AND EVALUATION SKILLS
	Have students collect newspaper articles, magazine articles, books, and pamphlets to create a college type bulletin board dealing with teen parenthood. Title the collage, "Is Being a Teen Parent for You?"[B]
	Have students develop a teen theater or drama group that writes, produces and presents teen dramas based on teen parenthood. Present dramas to various in-school and out-of-school groups. Videotape performances to be used with future classes.[B]
	Lead a class discussion on parenting decisions for the care and welfare of the child and teen parent. KEY QUESTIONS: What are the local options available for the care of the child? What funds will be available to support the child and teen parent? How would the teen parent manage the dual role of parent/student and possible wage earner? Can parenting responsibilities reflect on whether a teen parent can maintain grades and/or stay in school without support with responsibilities?
C. Explain factors influencing parent-child relationships. 1. Characteristics of caring parents	Have each student write a newspaper advertisement titled, "WANTED: Responsible Parent." Note that each ad should include specifics of the job such as hours, experience, education required, salary, and fringe benefits. In a class discussion using ads written, have students make a list of characteristics needed for parenting.
	Lead a class discussion about the importance of the characteristics of dedication, flexibility, nurturing, patience, sense of humor, and integrity to being caring and effective parents. Ask students to give examples of parenting that show each of these characteristics in the parenting role.
	Have students draw cartoon strips that illustrate one or more of the characteristics of an effective parent. Display and show to the entire class.
	Lead students in a discussion about the idea, "Parenting skills are not necessarily something we are born with." Include in the discussion the importance of parenting education in becoming effective, caring parents.
	Ask students to use directories, community resource brochures, and other means to find out what resources are available in the community in the area of parenting education. Assign each student a community resource and ask them to conduct a telephone interview to find out what programs are being offered, who can attend, cost, and other details. Allow time in class for each student

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION SKILLS
	to report the results of their interviews. Evaluate student's report for effective oral communication skills.[B]
	Provide a graffiti sheet on which students can write their ideas regarding responsible parenthood. Title the sheet "Responsible, Caring Parents are Parents Who...."
	Assign students to read a basic reference or view a film or filmstrip on behaviors of successful parents. Information should include showing love, developing trust, positive reinforcement, setting limits, communicating, providing learning opportunities, providing enrichment through play.
	Divide students into groups. Ask each group to research and develop a presentation to be given in a class symposium, addressing one of the following responsibilities of parenthood. * Getting prepared to be a parent * Successful parenting behaviors * Inappropriate parenting behaviors
	Divide students into small groups, and have groups develop role plays that depict parents showing love, developing trust, positive reinforcement, setting limits, communicating effectively, and providing learning opportunities for infants or small children. Lead students in a discussion about each role play. KEY QUESTIONS: What behaviors were shown? What areas of development would be encouraged by the behaviors shown? What would be effects of the behaviors on the child? What other examples of parenting behaviors have you observed that are supportive of the way a child develops?
2. Guiding children's behavior	Have students visit a child development or day care center and observe adult guidance techniques that are positive for the child's development. Each student should keep a list of behaviors observed as well as the immediate effects of the adult's guidance. Ask students to share their observations and discuss implications for parenting.
	Have students view a popular TV family sitcom to observe parenting or adult behaviors with children. Lead a discussion about specific behaviors and the effects of each.
	Invite a child psychologist, child development expert or teacher of young children to discuss their philosophy of guiding children and the specific behaviors that they exhibit to develop positive responses from children.

[B] = Basic Skill Reinforcement

Have students plan a special activity for younger brothers/sisters/friends of students in the class. Celebration of a holiday, special activity, activity in art, music and/or sports might provide the theme for the event. Divide students into groups to plan segments of the activity. Videotape the event and play back to analyze behaviors students exhibited in guiding the children through the activity. Have individual students evaluate their performance in terms of their ability and feelings about being with and guiding children.

Show students films or filmstrips that deal with caring for children of various ages. Lead a discussion about how caring for infants and toddlers differs.

Divide class into small groups. Have students research, develop and present oral reports dealing with the following topics.

* Safety precautions to take for infants and toddlers
* Activities to promote infant learning
* Importance of play in child's development
* Care of the newborn
* Feeding infants and children
* Daily routines for toddlers

Evaluate each student's report on the basis of effective oral communication.[B]

Encourage students to brainstorm positive verbal responses for parents, adults, or child caregivers to use with children. Have the class develop a list of "100 Ways to Respond Appropriately to Children." Compile, print, and distribute lists to families, day care centers, and in other appropriate places.

Using Teaching Aid 59, Guiding Children Successfully, have students develop a list of examples of parenting, adult, or child caregiving behaviors that will help children grow successfully. Instruct students to develop collages or posters that illustrate the parenting behaviors. Title the bulletin board or display, "Guiding Children Successfully."

Lead a popcorn or brainstorming session to identify characteristics of a good child caregiver. List the characteristics on a chart or poster.

Help students construct an interview schedule to use in interviewing parents of small children about characteristics they look for when selecting a child caregiver. Ask students to report findings to the class.[B]

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION SKILLS
	Have students make a class list of the tasks parents ask a sitter to perform. KEY QUESTIONS: How many tasks are related to child care? How many are not related to child care? What skills are needed to perform the tasks listed?
	Assign students to role play situations to illustrate ways the child caregiver can relate effectively to the child. Illustrate situations such as the child caregiver's first night to sit with the child, the child's bedtime, or the child's not feeling well. Have students give examples of characteristics of the child caregiver that would be necessary in dealing effectively with the situations.
	Lead a discussion about the responsibilities of the child caregiver. Include the child's routines, safety precautions, planning appropriate activities for the child, responsibilities expected by the parents, clarifying privileges the child caregiver can enjoy, keeping a record of location of parents, and emergency procedures in your list of caregiver responsibilities. From the discussion, have students develop guidelines for child caregivers.
	Ask students to complete an information sheet for a make-believe or real family for whom they provide child care. Be sure to ask for information such as the children's names, special interests, bedtime routines, health routines, telephone numbers of someone to contact in case of an emergency, and the name and telephone number of the family doctor.
	As a class project, have students develop a handbook for child caregivers. Make enough copies for each class member to have one. Include tips for child caregivers and any other helpful facts that might be used by a caregiver.[B]
3. Effects of inadequate parenting	In a class discussion, have students cite inappropriate parenting behaviors they have observed. KEY QUESTIONS: What was the immediate effect upon the child? What might be the long-term effects? What are some reasons parents, adults, or child caregivers often react inappropriately to children?
	Instruct students to develop a class list of common poor parenting practices. The list might include expecting too much of children, negative reinforcement, expecting conformity, overprotection, neglect, child abuse, and rejection. Make another list of effects of each practice on the child.
	Divide the students into small groups, and have groups discuss the following situations.

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION SKILLS
	* Parent using loud verbal punishment when a toddler is playing with matches * Parent spanking a child who is throwing a temper tantrum * Parent who leaves a one-year old alone while taking a bath * Parent who ignores the cry of the child in the crib who is waking from a nap * Parent who does not allow a three year old to play outside when it is cold * Parent who refuses to tuck a four year old into bed at night after the child had a potty accident Lead a discussion on the following KEY QUESTIONS: Why is each of the parental behaviors described not effective? Why was the child acting in the manner described? What form of positive guidance can be used instead? Share and compare each group's ideas with class.
	Show students a film about the problem of child abuse in our society. Have students develop a list of signs of abuse and neglect of children. Also, develop a list of signs of an abusing or neglectful parent. Lead a discussion about the responsibility of reporting child abuse to the proper authorities.
	Invite a resource person from the community, such as a social worker working with abusing families, child psychologist who counsels abusing families, or the school counselor. Ask the resource person to speak about the problem of child abuse in your community and resources for families experiencing this problem. Have students prepare questions in advance of the speaker's visit.
D. Factors influencing the growth of children 1. Patterns of development	Design and develop a bulletin board depicting children from around the world. Lead a discussion about the differences among children of various cultures. Have students read references on differences in parental expectations in various cultures. For example, compare expectations of native American parents, Hispanic parents, Black parents, European parents, and Anglo parents. Ask students to make conclusions about the influence of culture on the developmental expectations of parents for children.[B]
	Display child development growth charts and lead a discussion on the sequences of development in areas of physical, emotional, social, and intellectual growth. Have students learn and identify characteristics of children at the ages of infancy, toddler, preschool and school-age. Use Teaching Aid 60, Children's Needs, to guide the discussion.

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION SKILLS
	Have students complete the word puzzle in Teaching Aid 61, The Way Children Grow and Develop. Summarize learnings about patterns of development using the word puzzle.
	Show students films or filmstrips on the development of children. Include information about the physical, social/emotional, and intellectual areas of development. On large sheets of paper, summarize with students the important guidelines for parents/caregivers to follow in the promotion of optimum development of children in each area.
	Divide students into small groups to research and locate information for a report on the characteristics of one of the childhood stages such as infant, toddler, pre-school, and school-age. Have students observe children at the stage they are reporting on and include observations in the report.
	Have students associate developmental characteristics of children and various stages by drawing from a box a slip of paper with a specific characteristic written on it. Ask each student to classify characteristics in one of the four categories—infant, toddler, preschool, or school-age.
	Have students mount pictures from magazines or draw original sketches showing children at various stages of development. Identify the characteristics associated with each stage.
	Invite parents with children who are infants, toddlers, preschoolers, and school-age children to discuss with the class how their children are alike at each age. How are they different? Ask parents to discuss different areas of development including physical, social, emotional, and intellectual.
	Divide students into small groups. Ask each group to plan what they would do with a child at a certain stage of development for a one to three hour period if they had the responsibility of caring for the child. Allow opportunities for group reports and sharing ideas with class.
2. Importance of children's routines	Provide pamphlets, books, magazines, or other references that provide information about daily routines important in a child's development. Summarize importance of basic health routines including cleanliness, sleep, rest, and bathroom training. Lead students in a discussion about how basic health habits are learned and ways caregivers can encourage children to develop good daily health routines.
	Provide various items related to dressing, feeding, bathing, and sleeping activities of children. Divide students into pairs and allow

each pair to select items and develop a demonstration on how the items would be used. Have each group make a presentation to the class.

Invite a child care worker to discuss with the class the importance of developing and maintaining regular routines in the child care center. Ask the caregiver to give some suggestions, and demonstrate ways to help children develop good health and cleanliness habits.

Invite a young parent to bring an infant to the class and demonstrate diapering, dressing, and feeding of the baby. Ask the parent to discuss with the class some of the fears they experienced about the growth and development of the infant. KEY QUESTIONS: How did they deal with these fears? What advice would they give regarding helping infants and young children to grow and develop optimally?

3. Value of play in development of children

Lead a brainstorming session asking students to name all the activities that they have seen young children participating in. KEY QUESTIONS: Which activities were played? What areas of development are promoted by each activity named? What favorite play activities or games can you remember from your childhood? How did they help you grow?

Have students research the Montesorri approach to teaching children. Lead a discussion about the basic premise that play is children's work and a necessary tool to the development of infants and young children.[B]

Invite a teacher from a Montesorri pre-school to discuss toys, activities, and routines that are used and taught in the pre-school setting. If a Montesorri resource person is not available, show a film that discusses various approaches to pre-school education and the importance of play in the development of the young child.

Show students films or transparencies on toys and play equipment suitable for different age groups. Ask students to identify possible benefits. Lead a discussion about the importance of providing suitable toys and play equipment for children according to age and stage of development.

Ask students to bring a toy from home and analyze the toy's features to determine those that are desirable and those that are undesirable. Have students point out the desirable and undesirable features to the class.

[B] = Basic Skill Reinforcement

Have students develop a list of toys for use when babysitting or caring for younger siblings. Include for each toy, a list of characteristics and identify the suitability for various ages.

Invite a manager of a toy store or department store to bring toys to the class. Lead a discussion with the students and the guest about the positive and negative aspects of each toy.

Give students a description of a hypothetical child and ask them to select a toy from an exhibit of toys for children. Instruct students to orally report or write the reasons for selecting the toy for that particular child. Evaluate the student's report for effective communication skills.[B]

Prepare a display of toys. Using a prepared check list to evaluate suitability, have students appraise each toy. Compare evaluations. KEY QUESTIONS: For what age of child would the toy be most appropriate? How would the toy contribute to the growth and development of the child? What features of the toy are safe for use by a child under the age of three? What features are unsafe? Is the toy well made and durable? Will it be easy to care for? What care will be required? Will it encourage the child to be imaginative? Can the child use the toy in more than one way?

Provide students with a number of household objects and common items such as boxes of all sizes, pots and pans, plastic containers, jar lids, paper bags, straws etc. Ask the students working in small groups to devise some activities using the items for creative child's play.

Prepare a list of common play activities. Ask students to determine the types of play and the area of development that will be enhanced by each activity. Include finger painting, playing house, drawing with crayons, playing dolls, working a puzzle, painting on an easel, throwing bean bags, climbing stairs, using the home computer, counting beans, building with blocks, running, and jumping rope as activities to analyze. Allow students to add examples of play to the list.

Prepare an exhibit of children's books for the class. Ask students to choose one that they think would be appropriate for a child at a particular age or stage of development and explain their choice to other class members.

Give a short lecture/demonstration on how to read a book to a child. Give examples of things to do when reading or telling a story like reading dramatically, avoiding a monotonous voice, and

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[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION SKILLS
	holding the book at an angle that the child can see. Give students an opportunity to practice reading or telling a story to the class. Evaluate students' performance on the basis of effective communication skills.[B]
	Invite the local children's librarian to bring children's books to the classroom and demonstrate how to read a story to young children. Also, ask her/him to discuss how to select a book for a child at a particular age or with a particular interest. Have students prepare specific questions to ask during the speaker's visit.
	Give students an opportunity to practice using a variety of art mediums, such as finger painting, brush painting, string drawing, and printing. Lead a discussion about the value of such art activities in promoting the development of the child.
4. Children's safety	Encourage students to brainstorm and list possible emergencies that might arise when supervising young children. Have students prepare a list of resources in the community which contribute to the safety of children. Include the American Red Cross, fire department, police department, civic organizations, poison control centers, and emergency medical centers. Locate telephone numbers for each resource and compile a list useful to child caregivers.
	Show students transparencies, films, or filmstrips on safety practices to follow in caring for children. Lead a discussion about the most common types of childhood accidents and steps which might be taken to prevent each type.
	Prepare a bulletin board, or have students prepare the bulletin board, titled, "Sitting Safely." The bulletin board should illustrate safety practices to use when caring for small children.
	Ask students to collect and bring newspaper articles that describe accidents involving children. Lead a discussion about the articles and what could have been done to prevent the accident.[B]
	Place a description of typical emergencies that could arise with young children in a box. Include situations such as a child swallowing a foreign object, a child playing with matches, a child wandering away, a child playing with plastic bags, a child playing around fire, a toddler playing near an open stairwell, household cleaning items not secured, and a child eating leaf of poisonous plant. Have students role play the situation dramatizing how to deal with the situation. Lead a discussion about additional suggestions for each role play.

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION SKILLS
	Invite the school nurse, or emergency aid personnel to demonstrate first aid techniques to the class that would be helpful to know when caring for young children. Have students practice techniques. Have the class prepare a first aid kit appropriate for a child caregiver. Lead a class discussion about the use of each item in the kit.

TAC 75.50
LIFE MANAGEMENT SKILLS
UNIT VI

COMPETENCY: (b.6) *Concepts and skills related to career options and adjustments.*

SUB-COMPETENCIES:

(A) *Identify employment options in home economics careers.*

(B) *Describe management practices facilitating individuals assuming multiple roles.*

(C) *Discuss demands and rewards in relation to personal and family life.*

CONCEPTS	LEARNING AND EVALUATION EXPERIENCES
VI. Career options and adjustments A. Home economics career options 1. Home economics business careers	Encourage students to identify home economics business careers at the entry-level, skilled, technical, semi-professional, and professional levels. Make a class list of the occupations, grouping them according to level. Lead students in a class discussion about the responsibilities and duties of each of the jobs listed. Examples of jobs might include consumer information specialist, retail salesclerk, marketing specialist, financial planner, bank officer, customer service representative, consumer advocate, manufacturer's sales representative, retail buyer, writer, fashion coordinator, personnel manager, labor relations specialist, training director, public relations specialist, consumer researcher, travel agent, image consultant, restaurant owner or manager, restaurant employee, hotel manager or employee, and store manager. KEY QUESTIONS: Why are each of these occupations classified as a business occupations? What are the responsibilities and duties of each occupation? How could a person in a skilled-level occupation prepare for occupations at the technical or professional level? How could a person in a technical occupation prepare for work at the professional level? Using resources, have students research and prepare a brief summary report about a specific home economic business-related career. Resources could include *Occupational Outlook Handbook*. Students should focus their research on job descriptions and duties, educational requirements, and future trends for employment. Have students share their findings in class. Evaluate reports on the basis of content and effective communication skills. KEY QUESTIONS: What high school subjects would provide a good background for business occupations related to home economics (include basic subjects)? Why? What postsecondary training opportunities are available? How much training would be required for some of the occupations? Why? What are some ways

a student at your age can begin preparing for consumer economics occupations and careers?[B]

Invite a home economist employed in a business career, such as consumer economics, to speak to the class about home economics careers in business. Have the speaker include information on duties, rewards and demands, future trends, and preparation requirements. KEY QUESTIONS: Why are math skills important in your field? reading skills? writing skills? What high school subjects would be beneficial for students who plan a home economics business career in the future? Why?

Show students a film about home economics careers in business. Lead a class discussion about major points brought out in the film following the showing. If the film mentions career areas not previously covered, discuss these occupations.

2. Home economics education and communication careers

List on the chalkboard various home economics careers that would fall under the category of education or communication. Examples might include home economics teacher, extension agent, youth group counselor, instructor of special interest community classes, child care giver, educational material writer, parent, university professor of home economics, school teachers of preschool, nursery, kindergarten and elementary levels, free lance writer, journalist, educational television specialist, educational consultant, and adult education teacher. Ask students to classify the occupations into entry-level, skilled, technical, semi-professional, and professional levels. Students may add occupations if they think of them. KEY QUESTIONS: Why are these jobs considered skilled occupations? considered technical occupations? considered professional occupations? How do people in these jobs educate people?

Have students consult references to learn information about specific home economics careers in education and communication. Students should prepare a brief summary of their findings about the field they researched and present information in a class discussion. Reports should focus on educational preparation, job duties, and future trends. Evaluate reports on the basis of content and effective communication skills. KEY QUESTIONS: Why is this occupation considered a home economics education or communication occupation? What high school courses would provide good preparation for this occupation? Why? What postsecondary training might be needed or recommended for this occupation? Why? What are the future trends for this line of work? What other occupations could this job prepare you for? Why were you interested in this occupation for research?[B]

[B] = Basic Skill Reinforcement

Invite a panel of employees and volunteer workers in a home economics education or communication-related field to speak about their work. KEY QUESTIONS: What are your duties? What are the rewards and demands of your work? Why are you performing this occupation or duty? What skills have you gained? In what other fields would your skills be useful? How did you prepare for this work? What high school courses would benefit students considering work in this area? What postsecondary education would prepare a person for a career in home economics education or communication? What future trends do you foresee for careers in home economics education or communication? Why? What do you enjoy about your work?

3. Home economics human services careers

Have students find titles and descriptions of human service careers in the *Dictionary of Occupational Titles*, *Occupational Outlook Handbook*, or other career references. Ask each student to write a brief description of one occupation each to present orally in class. The summary should include basic job duties, educational requirements and skills, and future trends for the occupation. Human services careers would include careers and occupations in child development, family relations, social welfare, recreation, welfare, psychology, adolescent services, marriage and family counseling, teaching, rehabilitation, international development, government, and administration. KEY QUESTIONS: Why are each of these occupations or professions considered human service careers? How do they help humans? What is the most important quality for human services professionals or employees to possess? Why? Why is the characteristic so necessary for success in any human services field? What occupations are skilled? technical? professional? Why? What high school courses would be beneficial for preparation for each human service occupation? postsecondary courses? Why are they beneficial?[B]

Show students a film about human services occupations related to home economics. Have students make a note of major points brought out in the film for a follow up discussion. KEY QUESTIONS: What suggestions did the film have for preparing for human service occupations? Did the film mention occupations that have not been mentioned in class? What are these occupations, their descriptions, educational requirements, and trends? What can you do now that might prepare you for human service occupations later? Where are these opportunities available?

Have students survey the community to identify the types of human services occupations available. Information may be obtained from city directories, telephone books, observing the community and its businesses and operations, etc. Students

[B] = Basic Skill Reinforcement

CONCEPTS	LEARNING AND EVALUATION SKILLS
	should report findings. Evaluate reports on the basis of content and effective communication skills. KEY QUESTIONS: What occupations are available locally? Where could you receive entry-level work or volunteer experience in human services locally? What opportunities are available?[B]
	Invite a panel of people employed in a variety of human services occupations that range from skilled to professional levels. Have panel members tell about their jobs, experience and education necessary to complete their work, job duties, demands and rewards of their work, and future trends in their field. Have students prepare to ask panel members questions. KEY QUESTIONS: What are some opportunities available to students to prepare them for human services work or careers later? What high school subjects would prepare them for human services occupations? What postsecondary training would be beneficial? What personal characteristics are important in human services work? Why?
4. Home economics science and technology careers	Construct a class list of jobs related to the textile science, nutrition, health, and food industries. Put each job name on a three by five inch card. Shuffle the cards and put a card on each student's back. Have students circulate among classmates and exchange questions and answers to determine what their job is. When they have determined what their job is, they should be seated. Set a time limit for playing the game. KEY QUESTIONS: What did you learn about your occupation while playing this game? What clues helped you figure out your occupation? What clues did not help? Why? Which occupations were entry-level, skilled, technical, semi-professional, and professional? Which were entry-level occupations that you could enter when you are old enough to be employed? What are some opportunities for volunteer work or study in food and nutrition outside of employment or school?
	Invite resource people employed in home economics science and technology occupations to speak about their jobs. KEY QUESTIONS: What qualities would be required? What skills would be needed? Why were they interested in their fields? How did they enter their fields? What opportunities for advancement are available? What education is required for advanced positions? What is the current employment outlook for their fields?
	Have students study references to identify home economics science and technology careers in food, nutrition, health, and textile science. Examples might include dietary aides, food service workers, dieticians, food service manager, food scientist, food technologist, public health nutritionist, biochemist, textile chemist,

[B] = Basic Skill Reinforcement

textile research specialist, textile product development specialist, textile manufacturing plant workers, and laboratory technician. Ask students to report on specifically assigned occupations with brief summaries about the job description, duties, education and experience requirements, and future trends. Students should present findings in a class discussion about home economics science and technology careers. KEY QUESTIONS: Why are these careers considered scientific or technical? What kind of education and experience is required for each? Do the jobs seem to become more scientific and technical as they progress from skilled to professional? Why? What are the differences in the occupations in entry-level, skilled, technical, semi-professional, and professional levels? What high school courses would be beneficial to an individual considering entering this occupation in the future? Why?[B]

Bring several newspapers from around the state to class. These may be obtained from the library. Ask students to work in groups or individually to find help wanted ads that might fit into the field of health. Have students determine job requirements and descriptions for positions listed. KEY QUESTIONS: Why do these positions have these requirements? What do you think the work or job duties would be like for each of these jobs? Does it seem that the health field is in need of certain types of employees, has an overabundance of certain employees, or is balanced? Why?[B]

Ask students to read articles on careers in health to determine career options available and personal qualities that would be advantageous in the health field. Students should also identify qualities that might not be advantageous in this field. KEY QUESTIONS: Why are some qualities important in health care employees? What are some qualities considered a disadvantage? How could individual qualities affect public relations or trust which consumer needs to have in health care personnel? What qualities would enhance a health care career? What education and experience requirements are in effect for particular health careers? How can individuals obtain this training and experience? What high school and postsecondary subjects would help a person prepare for a health career?[B]

5. Home economics art careers

Ask students to identify home economics occupations related to art. Careers may be in clothing and textile fields, such as fashion designer, costume designer, fashion illustrator or artist, stylist, textile designer, assistant designer, pattern drafter, pattern maker, pattern grader, and clothing construction specialist. Other careers

[B] = Basic Skill Reinforcement

may be in housing design, home furnishings and interiors, such as interior designer, graphic artist, furniture designer, and space planner. KEY QUESTIONS: How do each of these careers relate to artistic skills? What courses in school would help a person prepare for art-related home economics occupations? Why?

Have students review resources including *Occupational Outlook Handbook* or *Dictionary of Occupational Titles* to identify tasks performed by employees in home economics careers related to art, education and experience requirements for particular occupations, and future trends. KEY QUESTIONS: What skills can you gain in vocational home economics education classes which would be needed in these jobs? in other courses? What education or experience requirements are needed for particular occupations? Why? Where could you obtain experience or education? What jobs would prepare a person for advanced occupations? What opportunities might be available locally for preparing for particular occupations?[B]

Select certain home economics art-related occupations and make up five one-word clues about each occupation. Divide students into teams to play Password. Have teams try to guess from the clues what the occupation is. The team with the most points at the end wins.

Invite a resource person employed in a home economic art field to speak about employment in art-related fields. Have the speaker focus on job duties, education and experience needed to perform the work, occupational trends, and suggestions for preparing for related occupations while in school. KEY QUESTIONS: What personal qualities and educational requirements are needed for that job? Why do you enjoy this line of work? Why did you enter this occupation? What skills are needed? What are occupational trends in your field? What high school courses would help prepare a person who wants to enter a similar occupation? Why? postsecondary courses? Why? What opportunities are there for advancement? What other personal qualities would be good for these occupations? Why?

B. Management practices for people with multiple roles

Lead a class discussion about life management skills which would enhance productivity on the job and at home. Include such skills as decision making ability, efficient utilization of time, energy, and resources, managerial ability, record keeping ability, and organizational ability. Explain how good health affects productivity on the job and at home. KEY QUESTIONS: What are some ways an employee could use resources, time, and energy

[B] = Basic Skill Reinforcement

effectively on the job? at home? Why is an employee's ability to use resources effectively important to an employer? to an employee? How can managerial ability help an employee on the job? at home? How can competencies as a consumer benefit an employee on the job and at home? How is productivity affected by rest? nutrition? exercise? hygiene and good health routines? Why is it important for people to have a balance of work and recreation in their life?

Ask students to give short responses, either verbal or written, on how the following abilities can affect productivity of job and home responsibilities: numerical ability (working with number accurately), reasoning ability (solving problems in a sensible way), verbal ability (expressing oneself and understanding ideas expressed in words), word fluency (writing and talking easily), the ability to follow directions and to organize activities, record keeping ability and a willingness to work. Lead a discussion about how these skills are helpful in any career, on the job, and with home responsibilities.[B]

Have students think about how their parents handle multiple roles of parent, spouse, homemaker, breadwinner, etc. Discussion might be stimulated by asking students how their parents handle multiple roles using examples of situations such as an employed mother handling duties at home, shuffling children to activities and duties at work, an employed father trying to work in time to help his daughter practice softball, etc. KEY QUESTIONS: How do your parents organize their time, work, energy, or other resources to accomplish everything they try to accomplish? What are examples of ways outside help may be used to accomplish part of the household tasks? If these resources must be purchased, are they worth it to the family and its management needs? Why?

C. Demands and rewards

Lead students in a class discussion about the demands placed on family life by jobs. KEY QUESTIONS: What demands do various types of jobs place on a person and that person's family? Why are these demands encountered? Why are they important? How can an employee help to alleviate such stress on family life? What can family members do to help the situation? Do the family members gain anything personally from the job? What and why? What help is there for employees who take job stress home to their families?

Invite a local employer to speak about benefits currently offered in many businesses and intrinsic rewards of work. Ask the speaker to describe current trends in employment benefits. KEY QUESTIONS: Why are benefit packages offered by employers changing today? Why do businesses or employers offer benefits

[B] = Basic Skill Reinforcement

of employment to employees? What is the worth of these benefits? Are these benefits important to consider along with wages? Why? What are intrinsic rewards people often receive from working? Why? Why are intrinsic rewards important to consider when selecting a job or at other times in a person's employment lifetime?

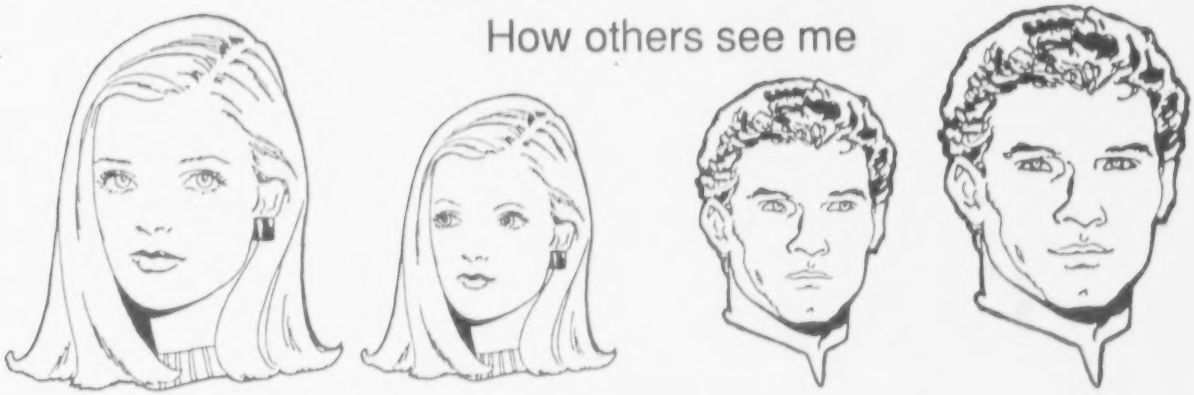
TEACHING AID SECTION

Commonly Listed Values

Achievement
Adventure
Appearance
Beauty
Career
Democracy
Education
Family
Freedom
Friendship
Happiness
Health
Home
Honesty
Leadership
Leisure
Love
Money
Patriotism
Peace
Popularity
Power
Religion
Safety
Service to others
Sports
Success
Wisdom

PROFILES OF SELF CONCEPT

How others see me



How I see myself

How I react to
others' view of me

RATING SELF CONCEPT

DIRECTIONS: This check list will help you evaluate both positive and negative aspects of your self-concept. Rate each personality characteristic carefully. Check the column that shows how often you display each characteristic. After you have finished, add any characteristics that are not listed but you feel describe you.

Personality Characteristic	Never	Sometimes	Mostly	Always
Outgoing with People				
Responsible at Home and at School				
Loyal and Trustworthy				
Accept Praise Gracefully				
Accept Criticism Gracefully				
Make Thoughtful Decisions				
Show Flexibility				
Respect Authority				
Display Self-Confidence				
Show a Sense of Humor				
Cooperate With Others				
Achieve the Most I can				
Control Temper				
Trust Others				
Other Characteristics				

Certificate of Achievement

_____

for distinguished service to _____

at _____ *School,* _____ *,Texas*

on this _____ *day of* _____ *,19* _____

_____ _____

Teacher *Administrator*

DEVELOPMENTAL TASKS
OF ADOLESCENTS

Source: Modified from Havighurst, Robert J. *Developmental Tasks and Education.* 2nd ed. (New York: David McKay Co.)

PERSONALITY PLUSES AND MINUSES

Desirable Traits	Undesirable Traits
Enthusiasm	Snobbishness
Energy	Selfishness
Friendliness	Laziness
Cooperation	Disrespect
Tact	Impatience
Courtesy	Carelessness
Sincerity	Criticism
Sympathy	Unfairness
Adaptability	Cowardice
Dependability	Pretentiousness
Generosity	Stubbornness
Creativity	Withdrawal
Taste	Domination

RATING MY PERSONALITY

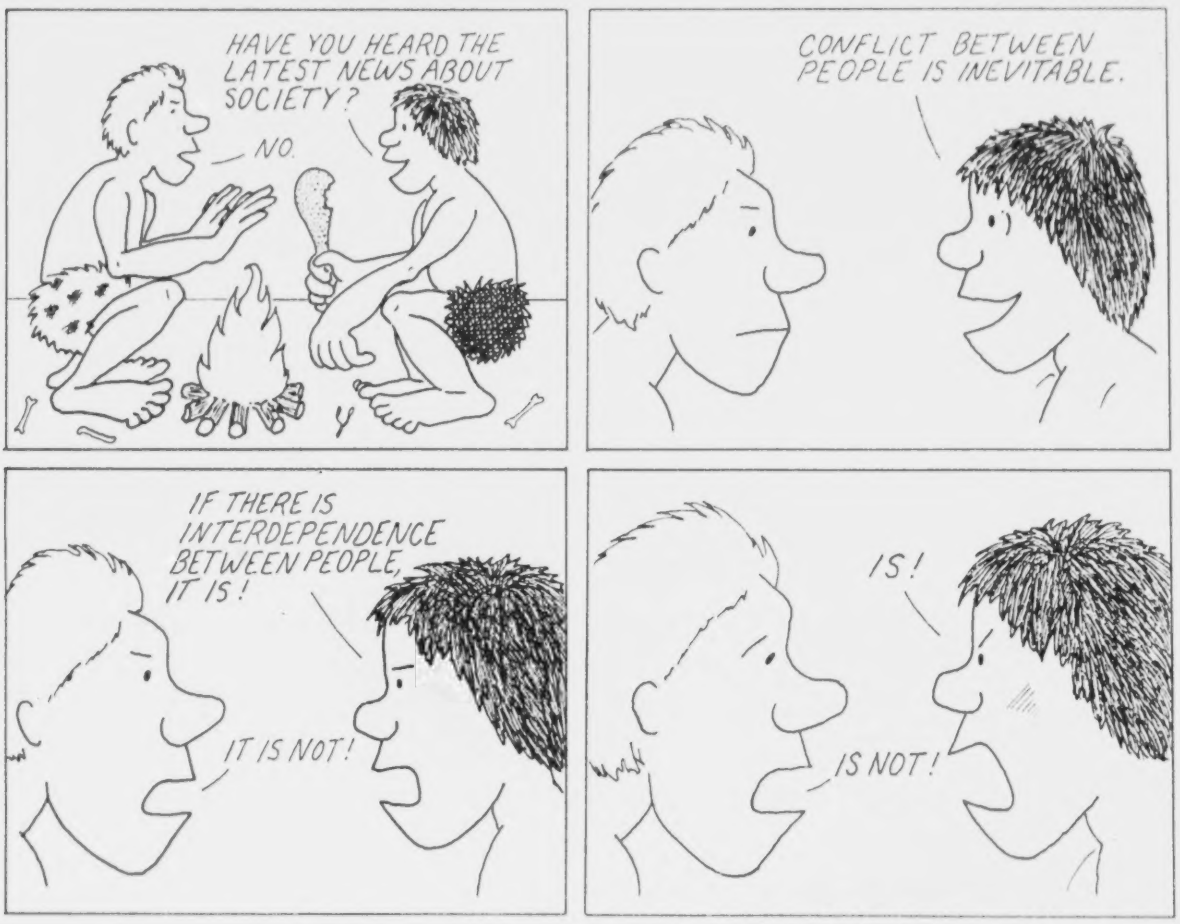
DIRECTIONS: Rate your personality using the following scale: 1=never, 2=sometimes, 3=usually, 4=always. Using columns 3 and 4, you may also have a member of your family rate your personality as well as one of your friends. After you have finished rating your personality, total each column and compare your individual items and total personality rating scores.

TRAITS	MY SCORE	FAMILY'S SCORE	FRIEND'S SCORE
Enthusiasm			
Snobbishness			
Energy			
Selfishness			
Friendliness			
Laziness			
Cooperation			
Disrespect			
Tact			
Impatience			
Courtesy			
Carelessness			
Sincerity			
Criticism			
Sympathy			
Unfairness			
Adaptability			
Cowardice			
Dependability			
Pretentiousness			
Generosity			
Stubbornness			
Creativity			
Withdrawal			
Taste			
Domination			

CASE STUDY ON FAMILY RELATIONSHIPS

Jenny, a high school freshman, is very upset with her parents who always want to know who her friends are and where she is when she is out with her friends. Complaining to her friend Susan, she noted that Susan's parents always seem to trust her when she is out with friends and do not require her to let them know where she is at all times. Susan asked Jenny if she had ever given her parents any reason to doubt that she could be trusted. Susan recalled one incident when she had broken her curfew because she had gone to a party at a friend's house after the football game. When she returned home she learned that her parents had called several of her friends' parents asking them if they knew where the girls were and when they planned to be home. "I think my Mom and Dad are just trying to be mean, she told Susan. They should know they can trust me to choose the right friends and not get into trouble," she added.

CONFLICT-SOLUTION?


HAVE YOU HEARD THE LATEST NEWS ABOUT SOCIETY?
NO.
CONFLICT BETWEEN PEOPLE IS INEVITABLE.
IF THERE IS INTERDEPENDENCE BETWEEN PEOPLE, IT IS!
IT IS NOT!
IS!
IS NOT!

REASONING WORKSHEET ON RESOLVING CONFLICT

DIRECTIONS: Complete the worksheet working with a partner to identify a personal conflict and strategy to resolve the conflict.

STEP 1: Describe the conflict:

STEP 2: List values that may affect how you may deal with the conflict:

List goals that may affect how you may deal with the conflict:

STEP 3: Suggest possible solutions and consequences.

Solutions	Consequences
1.	1.
2.	2.
3.	3.

STEP 4: Decide on one solution from Step 3 and state why it would work for you:

Solution:

It will work because:

STEP 5: Think about why the solution you chose is the best one. Answer the following questions:

1. What would happen if everyone solved conflicts this way?

2. Would I do the same thing in a new or different situation? Why or why not?

3. How will people around me feel about my solution?

4. How can I better prepare myself to deal with this or a similar conflict in the future?

HIERARCHY OF NEEDS

DIRECTIONS: Unscramble the letters in the horizontal lines to form words about the needs hierarchy.

L O E B N G N I G

S E F L

V L O E

E E N D S

A M S W O L ' S

P H L Y I S C A

T C A A U L I I A Z N O T

T S E E M E

E P R N O S

S A Y F E T

T R T I A S

C A C E C N A P T E

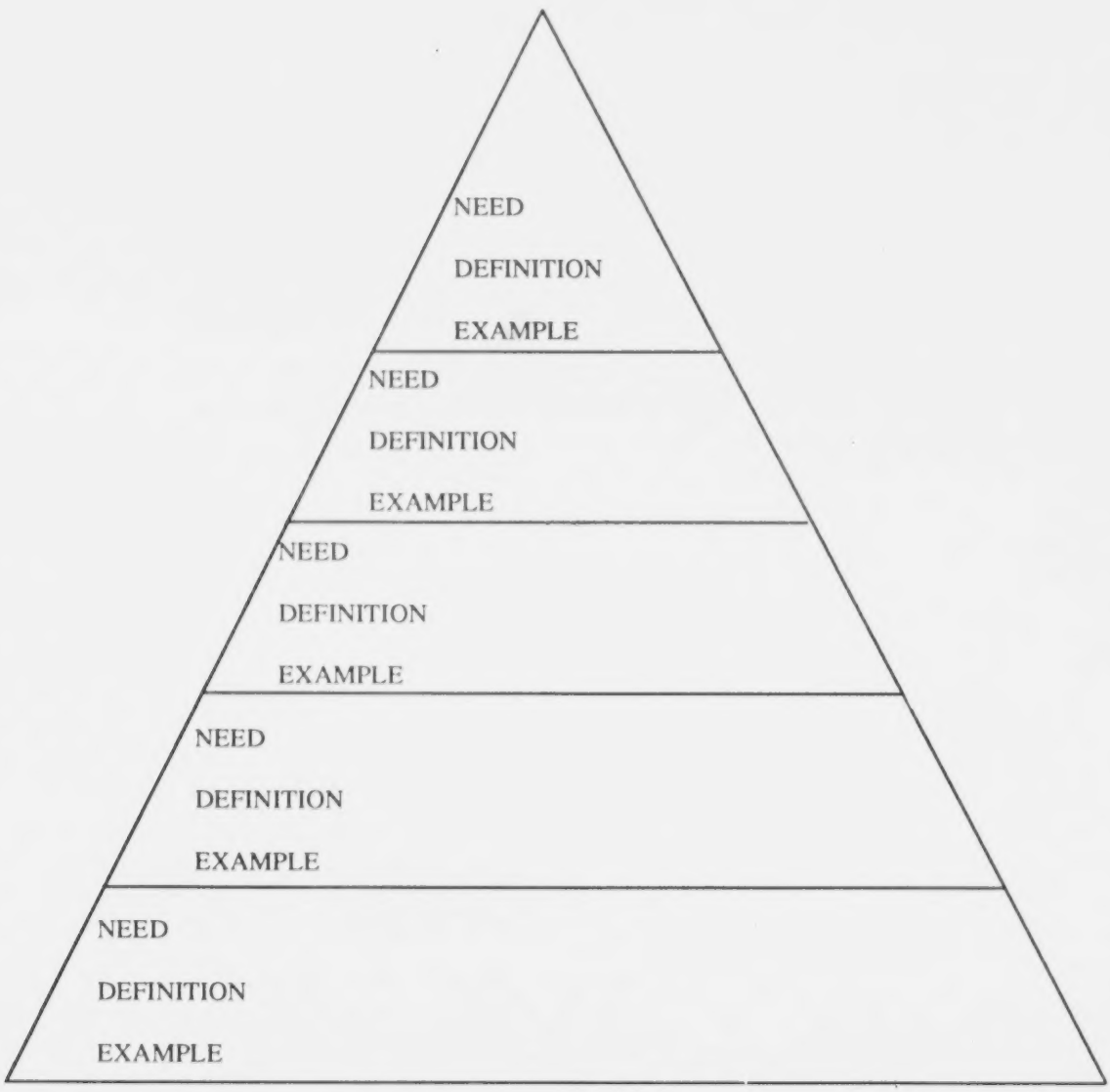
H T A B I S

Y U O

KEY: Belonging, Self, Love, Needs, Maslow's, Physical, Actualization, Esteem, Person, Safety, Traits, Acceptance, Habits, You

PYRAMID OF HUMAN NEEDS

DIRECTIONS: Complete the pyramid below using Maslow's theory of human needs. Place the lower needs in the lowest box and the highest needs at the top. Name the five basic needs, define each, and give one example of each need.



Characteristics of the Self-Actualizing Person

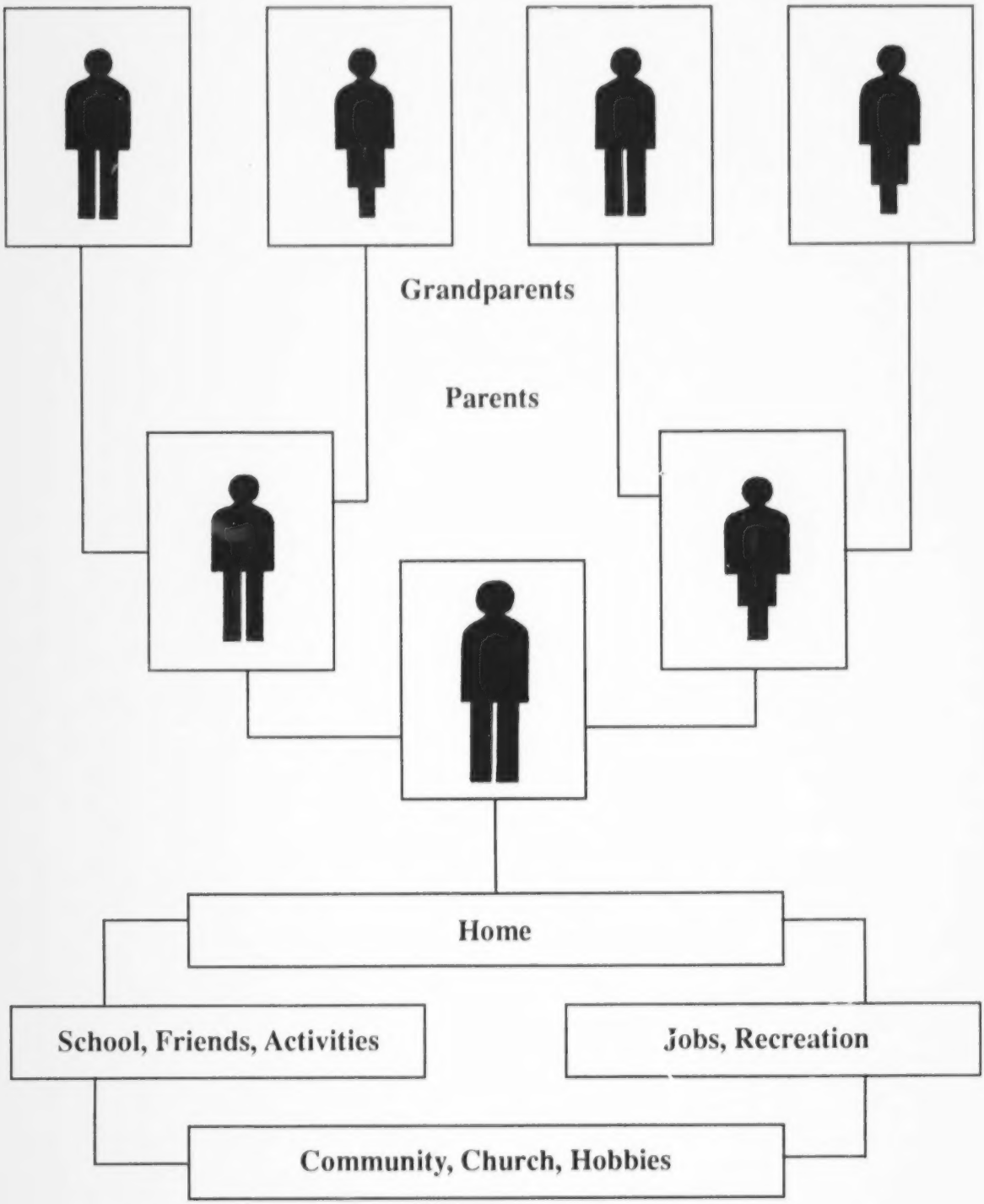
Acceptance
- of self
- of others
- of nature
- of life

- Spontaneous
- Simple
- Natural
- Unconventional
- Able to Solve Problem
- Has Sense of Humor

- Autonomous
- Independent
- Democratic
- Philosophical
- Creative

- Experiences Pleasure and Wonder
- Appreciates Beauty
- Experiences Peak Experiences
- Has Intimate Relationships with Others

TWO INFLUENCES ON PERSONALITY: HEREDITY AND ENVIRONMENT



THE PROCESS OF NON-VERBAL COMMUNICATION

1. Become aware of your own communication through body language

2. Become aware of the body language of others

3. Identify different aspects of nonverbal communication

    - physical appearance

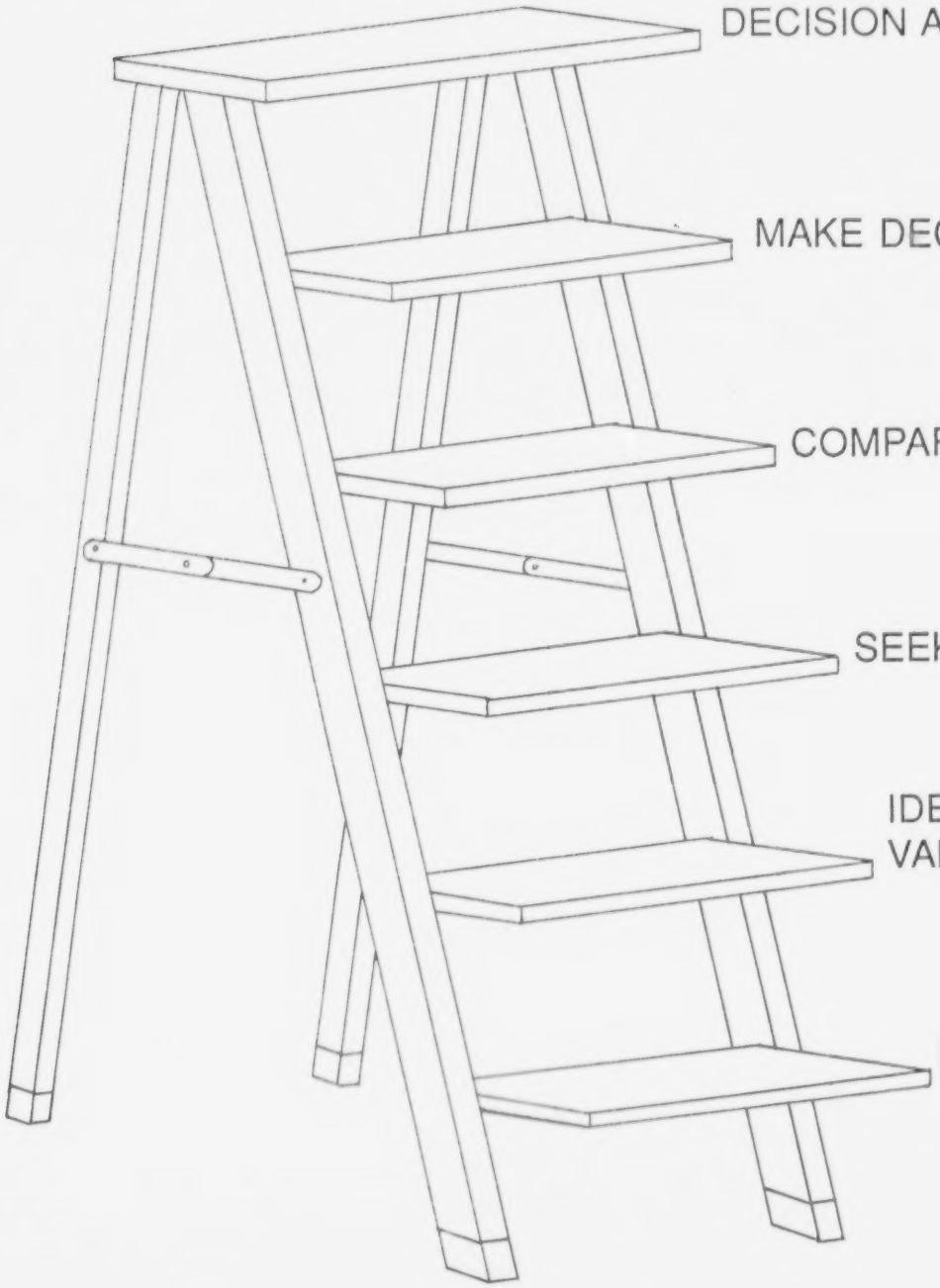
    - facial expressions

    - posture

    - ways of movement

    - grunts, groans, yawns

STEPS TO DECISION MAKING



DECISION MAKING REPORT

DIRECTIONS: Think about a recent decision you made. Complete the sentences below to describe the steps you used in making the decision.

1. The problem I faced was:

2. Several choices I could have made were:

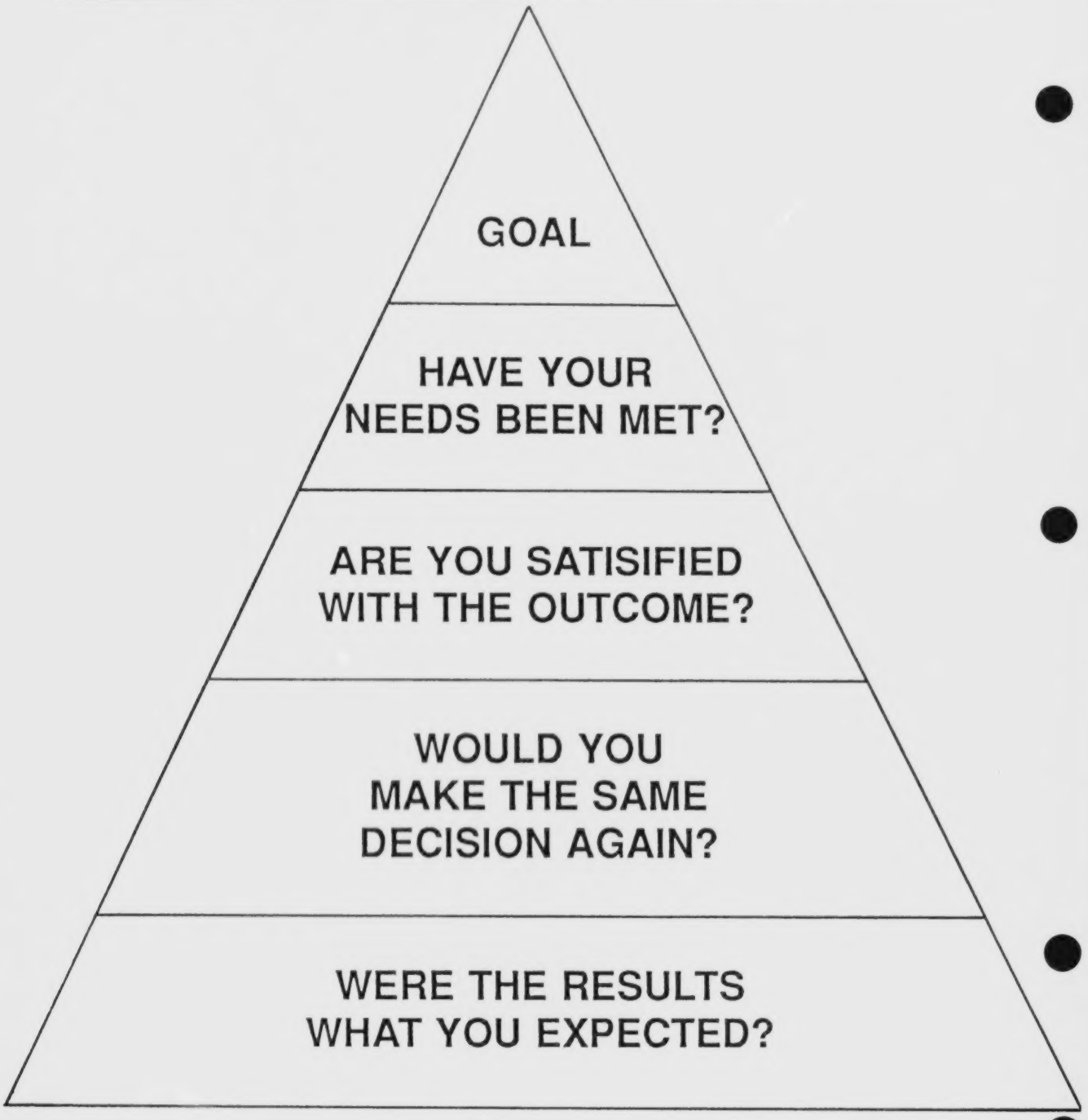
3. The results of each choice might have been:

4. The decision I made was:

The reason I selected was:

5. I was willing to accept the results of my decision because:

HOW CLOSE ARE YOU?


GOAL
HAVE YOUR NEEDS BEEN MET?
ARE YOU SATISIFIED WITH THE OUTCOME?
WOULD YOU MAKE THE SAME DECISION AGAIN?
WERE THE RESULTS WHAT YOU EXPECTED?

Case Study on Decision Making

1) John has to decide whether to study for an exam on which he needs to make a passing grade or attend a basketball game with his friends (education, acceptance by friends).
2) Karen needs to lose 10 pounds. A friend has tried to convince her to try a fad diet on which she can lose 10 pounds in two weeks, but her calorie intake will be dangerously low (appearance, health).
3) Jake's friends are planning to go to the beach on Saturday. Jake's parents feel the beach area is unsafe because much alcohol is consumed there, and several persons have been injured by drunk drivers. Jake's friends are urging him to tell his parents that he will be at the library all day working on a term paper (acceptance by friends, honesty).

Case Study on Responsible Decision Making

James, who is 15, works at a fast-food restaurant about two miles from his home. He is to be at work at 5:00 p.m. Normally, his mother takes him to work. Today, she has a 4:45 doctor's appointment and cannot take him. James owns a bicycle, but the weather forecast is for rain.

EMOTIONS

DIRECTIONS: Complete the word search puzzle by circling the 10 hidden words associated with emotions in the list below the puzzle. Then write a defiition for each word in the blanks provided. The words in the puzzle may appear down, across, diagonally, forward or backward.

E K J E R V S L D I C F C H O R F N I A
Y C U E S Q L M W R S T Y A Z K L E R M
S V J I A U A O H Q H B K N W K Z E A N
M R X R I L R H T K P I S X V D G J G R
D B P V E R O M V A Z L V I I N J I H Y
D D S W O P I U X E M Q L E A N Z P W Y
C U F S C L A A S W P Q K T I Z P Y J N
T G H A K W I Z F Y I V L Y Q S U M T Q
R F J E Z P W S E F X M V K M Y Y C F U
G T U R T X K Y X K E M T T X I H A V I
C F H N F X B O J D V C V L K U S W Y T
U A F B O G P L G K U A T Q K C Q O C O
P L E A S U R E P K K H A I I M I R P R
S R P H F W Y T F G O P C I O T C R E L
Z F Q I H T Q X W Y Y N G Q K N X Y M L
T R P I N J X V H V Q R N L M V W L U A
Q K O H T U I S O W Q P Q O R Y X S H S
Z M M C O M X B W R V G D V O Y P R G S
J O Y J Z N J I W X Z J I E E H M P L V
F J W E J Q U S T N E O A E B C W X P B

THERE ARE 10 WORDS HERE-CAN YOU FIND THEM?

HERE ARE THE WORDS TO LOOK FOR:

AFFECTION_____
ANXIETY_____
JEALOUSY_____
LOVE_____
SORROW_____
ANGER_____
FEAR_____
JOY_____
PLEASURE_____
WORRY_____

TEEN STRESS SCALE

Directions: On the scale below, circle the number opposite any change which has occurred in your life in the past year. Add up the value of your life change events. Compare your score with the following:

0 - 150	No significant problems
151 - 199	Mild life crisis (30 percent chance of illness)
200 - 299	Moderate life crisis (50 percent chance of illness)
300 and over	Major life crisis (90 percent chance of illness)

Life Change Event:	Life Change Unit:
1. Death of a parent	98
2. Brother or sister dying	95
3. Close friend dying	92
4. Parents getting a divorce or separated	86
5. Failing one or more subjects in school	86
6. Being arrested by the police	85
7. Flunking a grade in school	84
8. Family member (other than yourself) having trouble with alcohol	79
9. Getting into drugs or alcohol	77
10. Losing a favorite pet	77
11. Parent or relative in your family (other than yourself) getting very sick	77
12. Losing a job	74
13. Breaking up with a close girlfriend or boyfriend	74
14. Quitting school	73
15. Close girlfriend getting pregnant	69
16. Parent losing job	69
17. Getting badly hurt or sick	64
18. Hassling with parents	64
19. Trouble with teacher or principal	63
20. Having problems with any of the following: acne, overweight, underweight, too tall, too short	63
21. Starting a new school	57
22. Moving to a new home	51
23. Change in physical appearance (braces, glasses)	47
24. Hassling with brother or sister	46
25. Starting menstrual period (for girls)	45
26. Having someone new move in with your family (grandparent, adopted brother or sister, or other)	35
27. Starting a job	34
28. Mother getting pregnant	31
29. Starting to date	31
30. Making new friends	27
31. Brother or sister getting married	26

From: Yeaworth, Rosalee C., Janet York, and Maria A. Hussy. "The Development of an Adolescent: Life Change Event Scale." *Adolescence*, Vol. 15, No. 57, Spring 1980.(Published by Libra Publishers, Inc., Rosyln Heights, NY)

SIGNS AND SYMPTOMS OF STRESS

ANGER
ANXIETY
BACKACHES
BOREDOM
BUTTERFLIES IN THE STOMACH
CRANKINESS/HARD TO GET ALONG WITH
CRITICAL OF OTHERS
DRY THROAT
ELEVATED BLOOD PRESSURE
FATIGUE
FEAR
FEEL DEPRESSED
HEADACHES
INCREASED HEART RATE
OVEREATING
PAIN IN THE SHOULDER AND NECK
RESTLESSNESS
SHORTNESS OF BREATH
SKIN RASHES AND HIVES
SLEEPING DIFFICULTIES
TENSE MUSCLES
UNDEREATING
UPSET STOMACH

STRESS MANAGEMENT STRATEGIES

POSITIVE

1. Avoid stressful situations, if possible.
2. Prepare and plan for stressful events such as tests, busy days, and sports competition.
3. Talk about the problem with a trusted person who can offer new insights, help you order your thoughts, and share your load.
4. Work off steam with exercise, competitive sports, housework, or yard work.
5. Relax.
6. Balance work and play; take breaks.
7. Set reasonable goals for yourself.
8. Plan your time.
9. Say "no", don't try to be "Super-Person."
10. Practice good health routines.
11. Avoid drugs and alcohol.
12. Do things for others.
13. Think positively.

NEGATIVE

1. Take tranquilizers.
2. Use illegal drugs.
3. Use alcohol.
4. Smoke to reduce tension.
5. Run away.

STRESSFUL SITUATIONS

1. Carol and Jane have been best friends for the past two years. Jane now has a boyfriend, and she has little time to spend with Carol. Carol has been hard to get along with at home and with friends at school, including Jane.

   A. What is the source of Carol's stress?

   B. How is she reacting to the stress?

   C. What would be a positive way to handle her stress?

2. Jim, who is 16, has recently begun to date Tina, who is 18. Jim does not drink, but Tina has mentioned several times that she could purchase liquor for them at the store where a friend works. Jim really likes Tina, but he knows that they are both too young to purchase liquor. He has stayed awake several nights trying to decide what to do.

   A. What is the source of Jim's stress?

   B. What can he do to relieve or reduce his stress?

3. Jack's father died unexpectedly last summer. His mother had to go to work, and Jack, 14, must take care of his 10-year-old brother after school. This prevents Jack from playing basketball, a sport in which he excels. He acts very angry at his mother and brother and just wants to sleep when his mother gets home.

   A. What is the source of Jim's stress?

   B. How could he deal with his stress in a positive manner?

4. Bob is taking five hard courses this semester. He feels very overloaded and spends all his time studying or complaining. Several times recently he has experienced anxiety attacks in which he has shortness of breath and a rapid heart beat.

   A. What is the source of Bob's stress?

   B. How can he deal with his stress positively?

5. Vicki has been experiencing embarrassing skin problems in the last year. She is constantly snacking, which has caused her to gain 8 pounds and which causes her to not be hungry for nutritious foods.

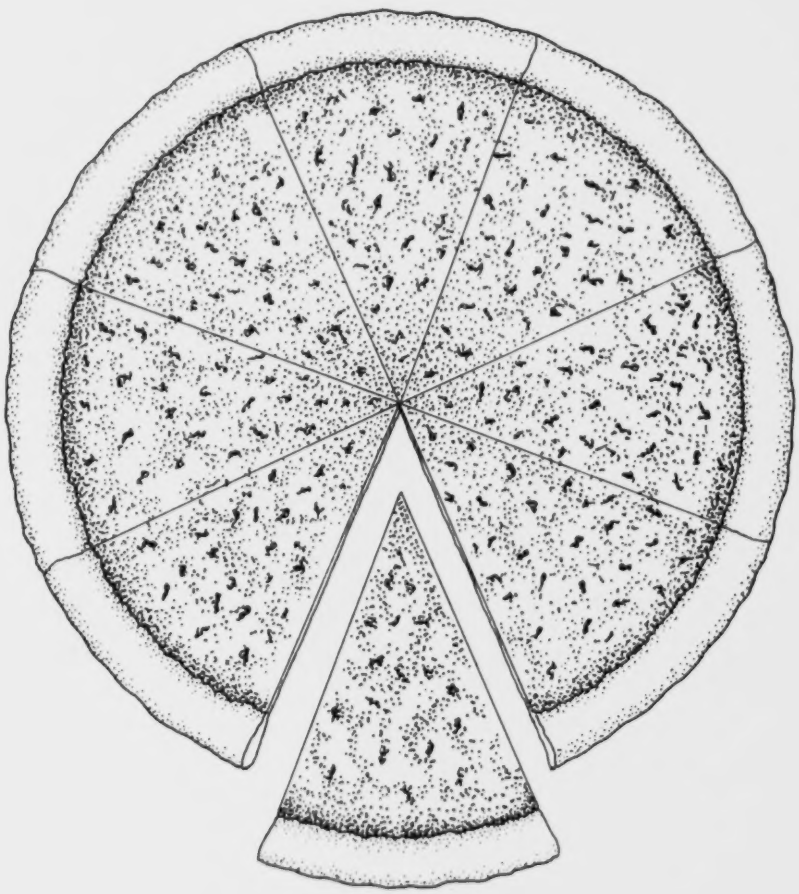
   A. What is the source of Vicki's stress?

   B. How would you suggest Vicki deal with her stress?

PERSONAL GROOMING SCHEDULE

TWICE DAILY	**DAILY**
EVERY OTHER DAY	**WEEKLY**
BI-WEEKLY	**MONTHLY**
BI-ANNUALLY	**ANNUALLY**

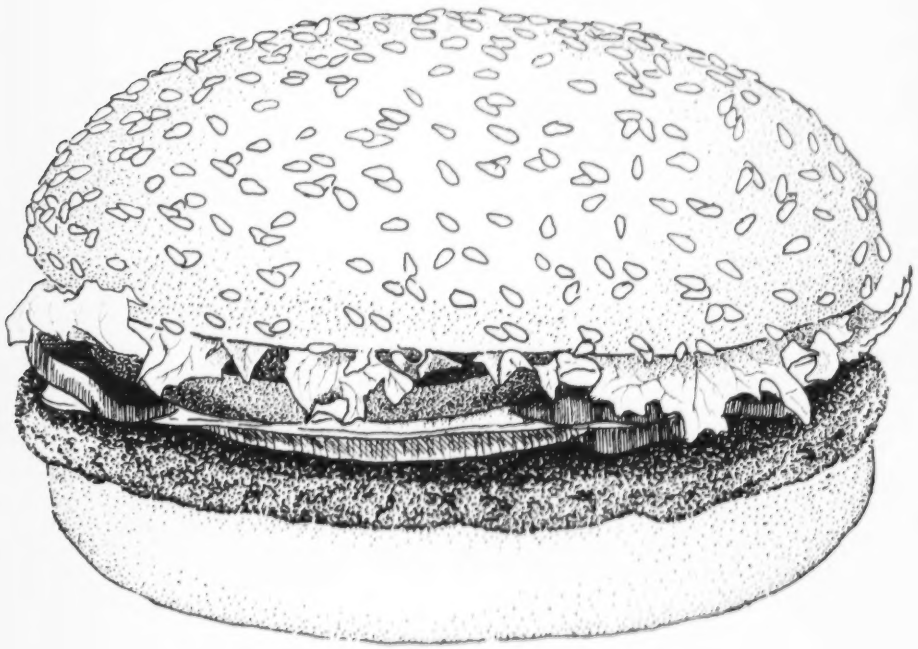
FOOD GROUPS



How a Pizza Turns Into Food Groups

Crust	Bread/Cereal
Hamburger	Meat/Legumes
Tomato Sauce	Vegetable/Fruit
Cheese	Milk/Milk Products

FOOD GROUPS



How a Hamburger Turns Into Food Groups

Whole-Grain Bun	**Bread,Cereal**
Lettuce; Pickle; Tomato; Onion	**Vegetable/Fruit**
Cheese	**Milk/Milk Products**
Meat	**Meat/Legumes**
Mayonnaise	**Fats/Sweets/Alcohol**

Foods and Food Groups

FOOD	AMOUNT	BREADS & CEREALS	FRUIT & VEGETABLE	MEAT & LEGUMES	MILK & MILK PRODUCTS	FATS & SWEETS
Total Servings from each group						

What Shall We Serve?

Maria and Jesse are planning a party to get together with friends. Maria suggests chips and soft drinks for refreshments. Jesse thinks more nutritious foods (such as low calorie, low fat, and low salt foods) should be included in the menu.

Group Tasks:

1) Suggest an occasion or theme for their party and write it below.

Party Theme or Occasion: _____

2) Plan a menu that would be nutritious and appealing to friends.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

3) What foods or beverages were included in the party menu that are lower in calories, lower in fat, and lower in salt?

Low calorie foods or beverages: _____

_____

_____

Low fat foods or beverages: _____

_____

_____

Low salt foods or beverages: _____

_____

_____

Case Study on Appearance

Kelly is a high school freshman who is 5' 5" and weighs 115 pounds. She wants to be a member of the high school drill team and she has noticed that most of the girls who are on the team are pretty slim. She decides to lose 10 pounds before school starts in the fall, which is one month in the future.

YOU ARE WHAT YOU EAT

Personal food patterns provide others with information about you-your values, your lifestyle, your culture. Below is a description of persons like many of your peers. Underline any factors which may influence food choices. Then identify a typical lunch or snack for each person described. Analyze these typical food habits for nutritional value. Using a different color ink, suggest changes to make the meals more nutritious.

	LUNCH	SNACK
Jan is 5'2" and is a slim 100 pounds. She enjoys being physically active and thrives on fast foods. She often sleeps too late to have breakfast. Her dad warns her that her present eating pattern will catch up with her in the future.		
Bill, who is 5'9" and weighs 190 pounds, is always trying to lose a few pounds. Although he makes an effort to exercise, food is a real temptation to him. Bill's parents are always preparing high-calorie desserts. His parents are overweight.		
Su Ling is 5'5", weights 120 pounds, and tries to eat a balanced diet. She does the family grocery shopping and is careful with the family food dollar. She likes fresh fruits and vegetables.		
Carlos is a trim 135 pounds and 5'7". His mother believes in home-cooked meals.		
Lynn is from a family with a hectic schedule. Lynn's family is always on the run and uses convenience foods to save time.		

CASE STUDY ON ETIQUETTE AND DIETARY CHOICES

1) Chris has been invited to a friend's house for dinner. Chris finds out just before dinner that his least favorite food, broiled fish, is to be served. What should he do?
2) Lee has been on a weight reduction diet for the past three weeks. She has been losing weight slowly, but she is really trying. One night, she goes to the movies with her friends and they stop to buy popcorn, drinks, and candy. When they get to their seats, her friends pass the food in front of her, offering to share with her, too. Lee feels hungry and she is tempted to eat some of the snacks. What should she do?
3) Juanita goes to a party where they are serving egg rolls—something she has never eaten. There are side dishes of what looks like mustard and some kind of pear jam next to the egg rolls. Should she try this new food, even if she doesn't know what it is? How might she find out about it without showing everyone she doesn't know what it is?

Laboratory Tests for Nutrient Content

Listed below are lab experiments to test for nutrients present in foods:

To find Starch (complex carbohydrates)

1/2 teaspoon iodine solution
1/2 cup water
Place several drops of the solution on the food; if the solution turns purple, starch is present.
Suggested foods to test: potato, rice, apple, cheese

To find Sugar (simple carbohydrates)

Put food in test tube. Add 1 oz. Benedict's solution. Heat. If solution changes from blue to red-orange, sugar is present.
Suggested foods to test: table sugar, honey, whole milk, skim milk

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To find Protein

Burn food on a piece of aluminum foil. The smell of burning feathers will tell you it's protein!
Suggested foods to test: meat, chicken, lettuce

To find Fats

Rub food on a piece of brown or white wrapping paper. Let dry. Hold up to light. If the paper is greasy, fat is present.
Suggested foods to test: bacon, well-marbled beef, pork, chicken, potato

---

To find Minerals

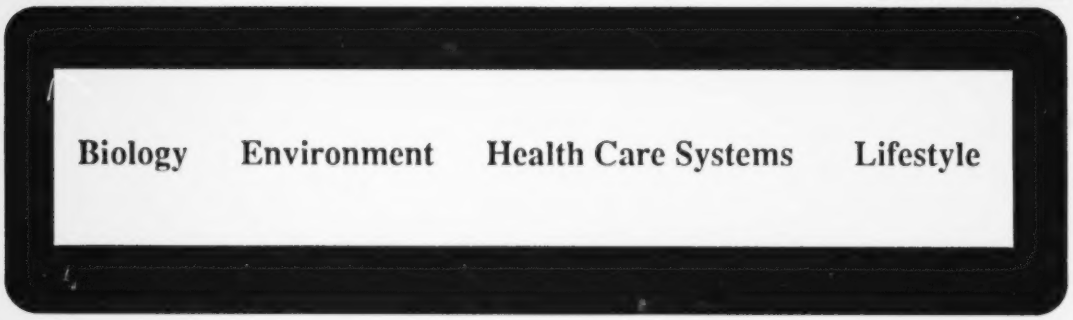
Mash any food. Burn on a piece of aluminum foil. If a gray ash remains, minerals are present. Minerals do not burn!
Suggested foods to test: milk, dry beans, enriched bread

To find Vitamin C

2 cups water
2 tablespoons cornstarch
Boil 3 minutes and cool. Put each food to be tested in a separate cup. Add 1 drop of iodine to 1 teaspoon of mixture above, and pour in each cup. If the solution turns clear, vitamin C is present. The more drops of iodine needed to clear the solution, the less vitamin C in the fruit.
Suggested foods to test: orange, strawberry, cantaloupe, apple, peach

Factors Which Influence Health and Wellness

LESS CONTROL **MORE CONTROL**



My Health Lifestyle Inventory

Directions: This inventory has 6 sections. Complete one section at a time by circling the number corresponding to the answer that best describes your behavior. Then add the numbers you have circled to determine your score for that section. Write the score on the line provided at the end of each section. The highest score you can get for each section is 10.

	Almost Always	Some-times	Almost Never
Cigarette Smoking			
If you never smoke, enter a score of 10 for this section and go to the next section on Alcohol and Drugs.			
1. I avoid smoking cigarettes.	2	1	0
2. I smoke only low tar and nicotine cigarettes.	2	1	0
Smoking Score:	_____		
Alcohol and Drugs			
1. I avoid drinking alcoholic beverages.	4	1	0
2. I avoid using alcohol or other drugs (especially illegal drugs) as a way of handling stressful situations or the problems in my life.	2	1	0
3. I read and follow the label directions when using prescribed and over-the-counter drugs.	2	1	0
Alcohol and Drugs Score:	_____		
Eating Habits			
1. I eat a variety of foods each day, such as fruits and vegetables, whole grain breads and cereals, lean meats, dairy products, dry peas and beans, and nuts and seeds.	4	1	0

2. I limit the amount of fat, saturated fat, and cholesterol I eat (including fat on meats, eggs, butter, cream, shortenings, and organ meats such as liver).	2	1	0
3. I limit the amount of salt I eat by cooking with only small amounts, not adding salt at the table, and avoiding salty snacks.	2	1	0
4. I avoid eating too much sugar (especially frequent snacks of sticky candy or soft drinks).	2	1	0

Eating Habits Score: _____

Exercise/Fitness

1. I maintain a desired weight, avoiding overweight and underweight.	3	1	0
2. I do vigorous exercises for 15-30 minutes at least 3 times a week (examples include running, swimming, brisk walking).	3	1	0
3. I do exercises that enhance my muscle tone for 15-30 minutes at least 3 times a week (examples include yoga and calisthenics).	2	1	0
4. I use part of my leisure time participating in individual, family or team activities that increase my level of fitness (such as gardening, bowling, golf, and baseball).	2	1	0

Exercise/Fitness Score: _____

Stress Control

1. I have a job or do other work that I enjoy.	2	1	0
2. I find it easy to relax and express my feelings freely.	2	1	0
3. I recognize early, and prepare for, events or situations likely to be stressful for me.	2	1	0
4. I have close friends, relatives, or others whom I can talk to about personal matters and call on for help when needed.	2	1	0
5. I participate in group activities (such as church and community organizations) or hobbies that I enjoy.	2	1	0

Stress Control Score: _____

Safety

1. I wear a seat belt while riding in a car.	2	1	0

2. I avoid riding with anyone under the influence of alcohol and other drugs.	2	1	0
3. I only ride with persons who obey traffic rules and the speed limit when driving.	2	1	0
4. I am careful when using potentially harmful products or substances (such as household cleaners, poisons, and electrical devices).	2	1	0
5. I avoid smoking in bed.	2	1	0

Safety Score: _____

What Your Scores Mean to You

Scores of 9 and 10

Excellent! Your answers show that you are aware of the importance of this area to your health. More importantly, you are putting your knowledge to work for you by practicing good health habits. As long as you continue to do so, this area should not pose a serious health risk. It's likely that you are setting an example for your family and friends to follow. Since you got a very high score on this part of the test, you may want to consider other areas where your scores indicate room for improvement.

Scores of 6 to 8

Your health practices in this area are good, but there is room for improvement. Look again at the items you answered with a "Sometimes" or "Almost Never". What changes can you make to improve your score? Even a small change can often help you achieve better health.

Scores of 3 to 5

Your health risks are showing! Would you like more information about the risks you are facing and about why it is important for you to change these behaviors. Perhaps you need help in deciding how to successfully make the changes you desire.

Scores of 0 to 2

Obviously, you were concerned enough about your health to take the test, but your answers show that you may be taking serious and unnecessary risks with your health. Perhaps you are not aware of the risks and what to do about them. You can easily get the information and help you need to improve, if you wish.

Adapted from: Healthstyle: a self test. DHHS Publication No. (PHS) 81-50155. Washington, D. C.: U.S. Department of Health and Human Services, Public Health Service.

BENEFITS OF REGULAR EXERCISE

- Increases heart rate and blood circulation.

  Increases lung capacity.

  Improves posture.

- Improves mental and physical performance.

  Relieves stress and boredom.

  Increases strength, stamina, coordination, and flexibility.

- Help control weight.

- Can be fun, especially if done with friends.

PROMOTING MENTAL AND EMOTIONAL HEALTH

Like and accept yourself.

Develop a positive self-image.

Be willing to take risks.

Understand and get along with others.

Laugh at yourself when appropriate.

Accept and give love.

Be open-minded and flexible.

Learn to cope with success and failure.

Be friendly and helpful.

Deal with disappointment, frustration, and anger in an acceptable manner.

Set realistic goals and work toward them.

Develop your personal standards of behavior.

Accept responsibility.

Deal with stress positively.

Recognize the difference in reality and non-reality.

When you make mistakes, learn from them.

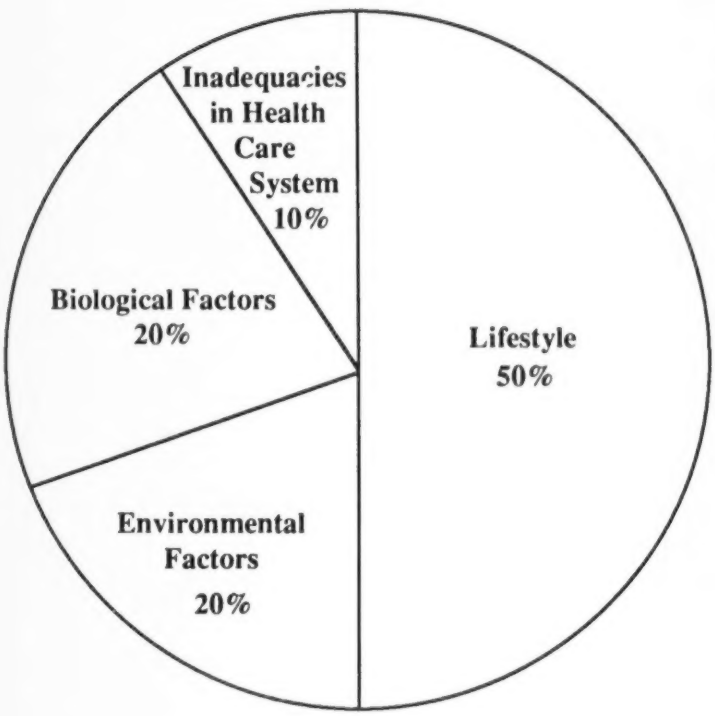
CASE STUDIES ON HEALTH PRACTICES

1) Larry enjoys talking on the phone with his girlfriend, Joan. He has his own phone, and his parents do not know that he talks to Joan until after midnight almost every night. His grades have been falling, and his parents cannot understand why he is so irritable most of the time.

2) Sharon wants to win the district track meet in the 50-yard dash. She is skipping breakfast and eating only meat for lunch because she read about a miracle diet in a sports magazine. Today, at practice, her race time increased rather than decreased.

3) James has always enjoyed playing a clarinet in the band. He has a chance to win a college band scholarship; so, he practices every afternoon and every evening for the tryouts. He has stopped doing things with his friends, and his only breaks are to eat and to do homework. He feels like he makes more musical mistakes now than when he began his intense practice more than two months ago.

FACTORS CONTRIBUTING TO PREMATURE DEATH IN THE UNITED STATES



Statistics from: "More than an Apple Day." *J.C. Penney Forum.* March 1984, p.3.

THE IMPORTANCE OF CLOTHING

Characters: Tom and Bill (brothers),
Sue and Helen (sisters),
Mrs. Johnson (Mother).

Mrs. Johnson: Hurry, Tom. You'll be late to school!

Tom: I can't find my socks!

Mrs. Johnson: Bill, you need to hurry, too.

Bill: Tom took my only clean shirt!

Mrs. Johnson: Are you girls ready?

Sue: I am, and doesn't my new skirt look great? It's just like the one I saw on TV last night.

Helen: I'm not; I have nothing I want to wear.

Mrs. Johnson: Will all of you hurry! The car is ready and it has started to rain. Get your raincoats and umbrellas.

REASONS FOR CLOTHING CHOICES

Items I Wore to School Today	Reasons for Wearing*

*Some Possible Reasons:

1. Protection
2. Self-expression
3. Modesty
4. Adornment
5. Conformity
6. Comfort
7. Other

APPROPRIATE DRESS

Directions: Select pictures from magazines* to illustrate appropriate dress for each of the activities shown below:

Activity	Illustration
1. To attend a picnic at a park	
2. To sit with a toddler	
3. To attend a party at the local teen club	
4. To attend a wedding held in a church	

Note to teachers: *Having a stack of pictures already clipped from magazines will expedite this activity.

CLOTHING NEEDS AND WANTS

Directions: List five garments or accessories you would like to add to your wardrobe. In the space marked "Why", tell why you listed each item. Analyze your reasons. Is the item a need or a want? Write "N" or "W" in the space provided.

Item 1: _____ Why? _____

_____ N or W? _____

Item 2: _____ Why? _____

_____ N or W? _____

Item 3: _____ Why? _____

_____ N or W? _____

Item 4: _____ Why? _____

_____ N or W? _____

Item 5: _____ Why? _____

_____ N or W? _____

Now list these five items ranking them in the order of importance to your wardrobe.

1. _____

2. _____

3. _____

4. _____

5. _____

CASE STUDIES ON WARDROBE PLANNING

Directions: Read about each person listed below and answer the questions to help in wardrobe planning.

1. Ana gained so much weight during the summer that none of her school clothes will fit. She must get a complete school wardrobe. What items do you recommend to meet her immediate needs for fall school clothes?

_____

_____

_____

2. John recently moved here from a very warm climate and he has no jackets, sweaters, or coats. In fact, he has no "warm" clothing. What items do you suggest to meet John's needs for warm clothing during the winter in you town?

_____

_____

_____

3. Harriet has plenty of clothes left from last year and they all fit. She has no real needs for new clothing but she would like some accessories and at least one new outfit. What do you suggest?

_____

_____

_____

4. Hector thinks all his jeans and casual pants are too short. His mother has given him $100.00 to buy new ones for the season. What do you think Hector should do with his money to meet his clothing needs?

_____

_____

_____

CASE STUDY ON SHOPPING PRACTICES

Directions: Read about the student described below and complete the assignment in groups as assigned by your teacher

John Smith plans to purchase a pair of jeans and a knit shirt to extend his school wardrobe. John is 5' 5" tall and he weights 120 pounds. He is in the 8th grade and he is active on the school football team. He enjoys stopping off to play touch football on the way home from school each afternoon.

Help John make these decisions:

1. Where will John shop for the clothes? What are the advantages and disadvantages of each source?

   a. Source 1 _____

   _____

   _____

   _____

   b. Source 2 _____

   _____

   _____

   _____

   c. Source 3 _____

   _____

   _____

   _____

2. What are the costs of the different types of jeans or shirt John will consider?

   a. Description of Item 1 _____

   _____

   _____

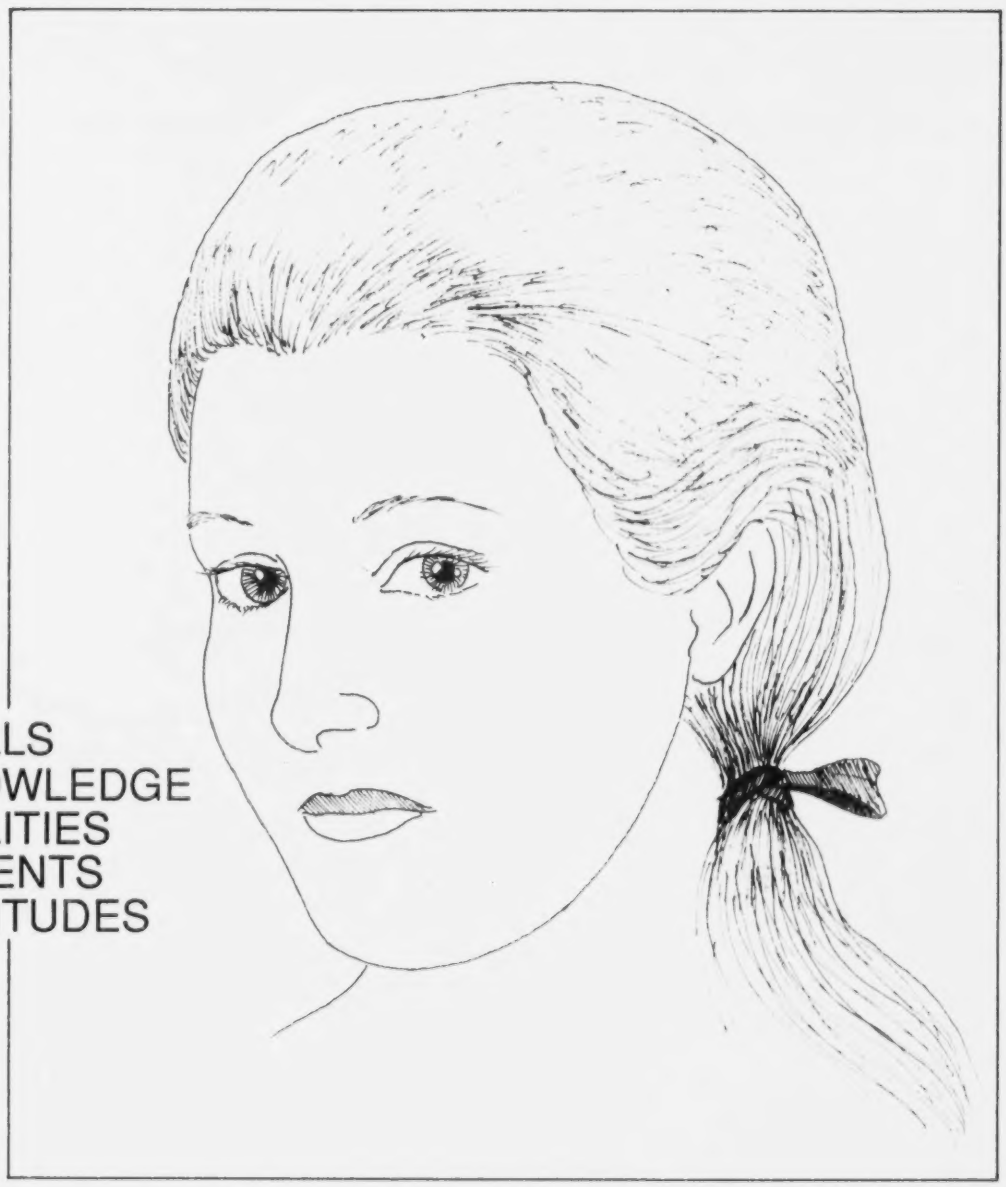
b. Description of Item 2 _____

c. Description of Item 3 _____

3. What information will help John make his purchase decisions? Make a display of information available to John.

4. What shopping guidelines would you suggest for John to follow as he shops for the clothing? Make a list of important practices for him to follow.

WHAT ARE YOUR PERSONAL RESOURCES?



SKILLS
KNOWLEDGE
ABILITIES
TALENTS
ATTITUDES

TIME LOG:
A LIST OF DAILY ACTIVITIES

TIME	ACTIVITY	CATEGORIES							
		Rest	Class	Study	Meals	Grooming	Work	Fun	Other
7:00 a.m.									
7:30									
8:00									
8:30									
9:00									
9:30									
10:00									
10:30									
11:00									
11:30									
12:00 p.m.									
12:30									
1:00									
1:30									
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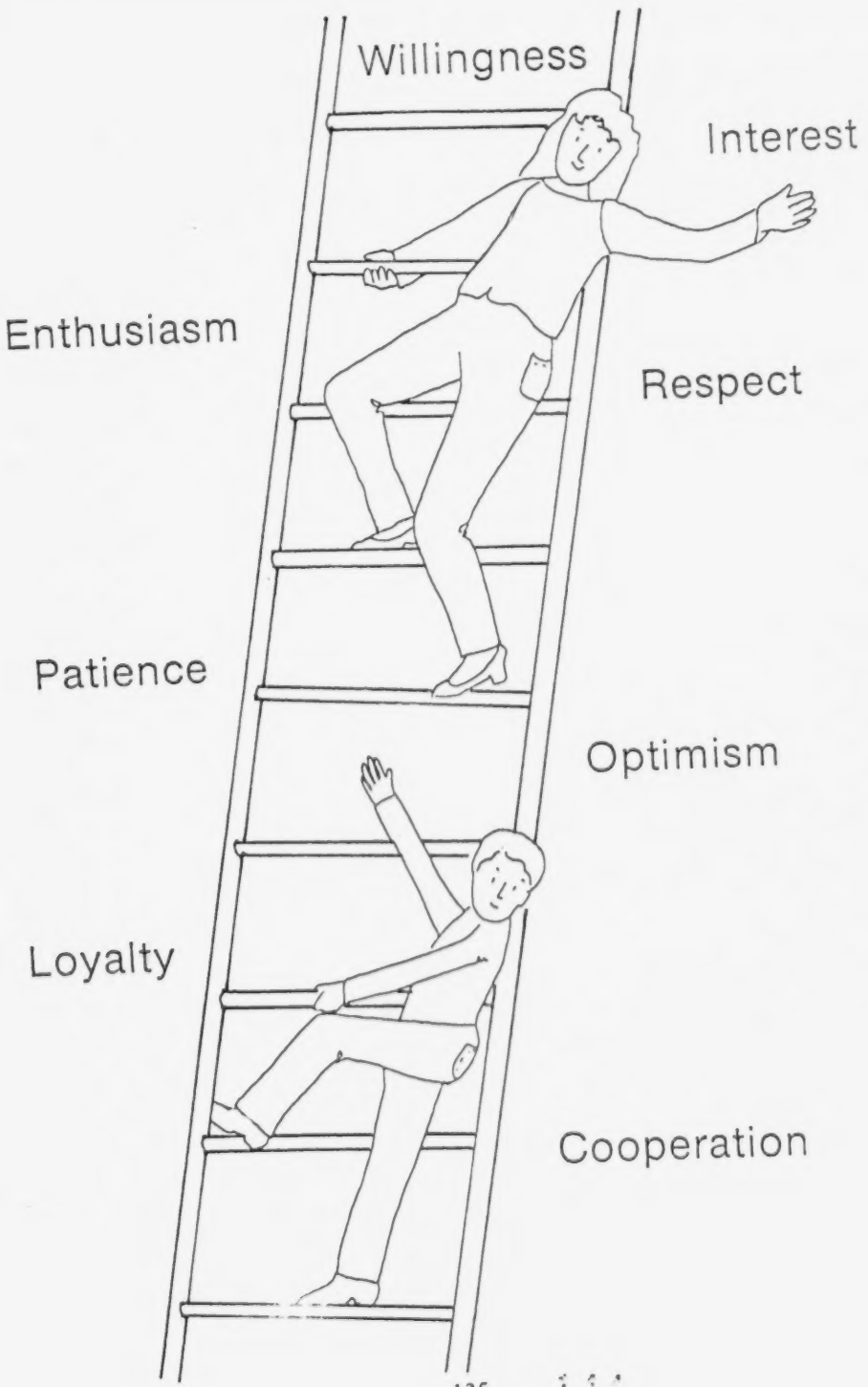
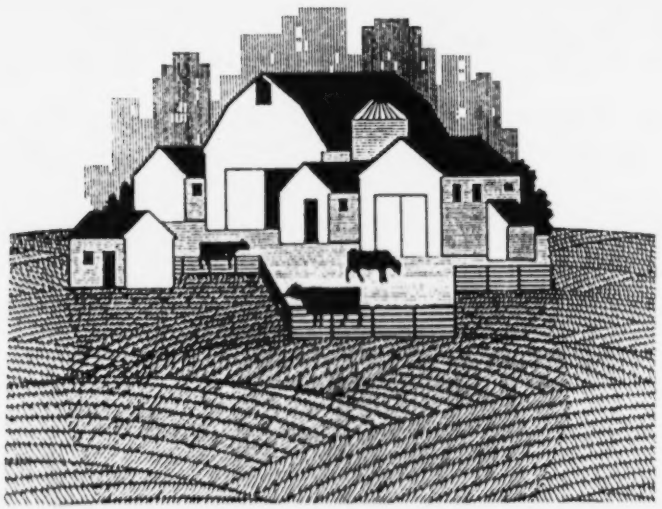
10:30									
11:00									
11:30									
12:00 a.m.									

ENERGY COSTS

ATTITUDES FOR SUCCESS



CATEGORIES OF RESOURCES



LAND/ENVIRONMENT

NATURAL SURROUNDINGS
SOCIAL ORGANIZATIONS
ECONOMIC INSTITUTIONS
POLITICAL INSTITUTIONS
COMMUNITY FACILITIES AND SERVICES

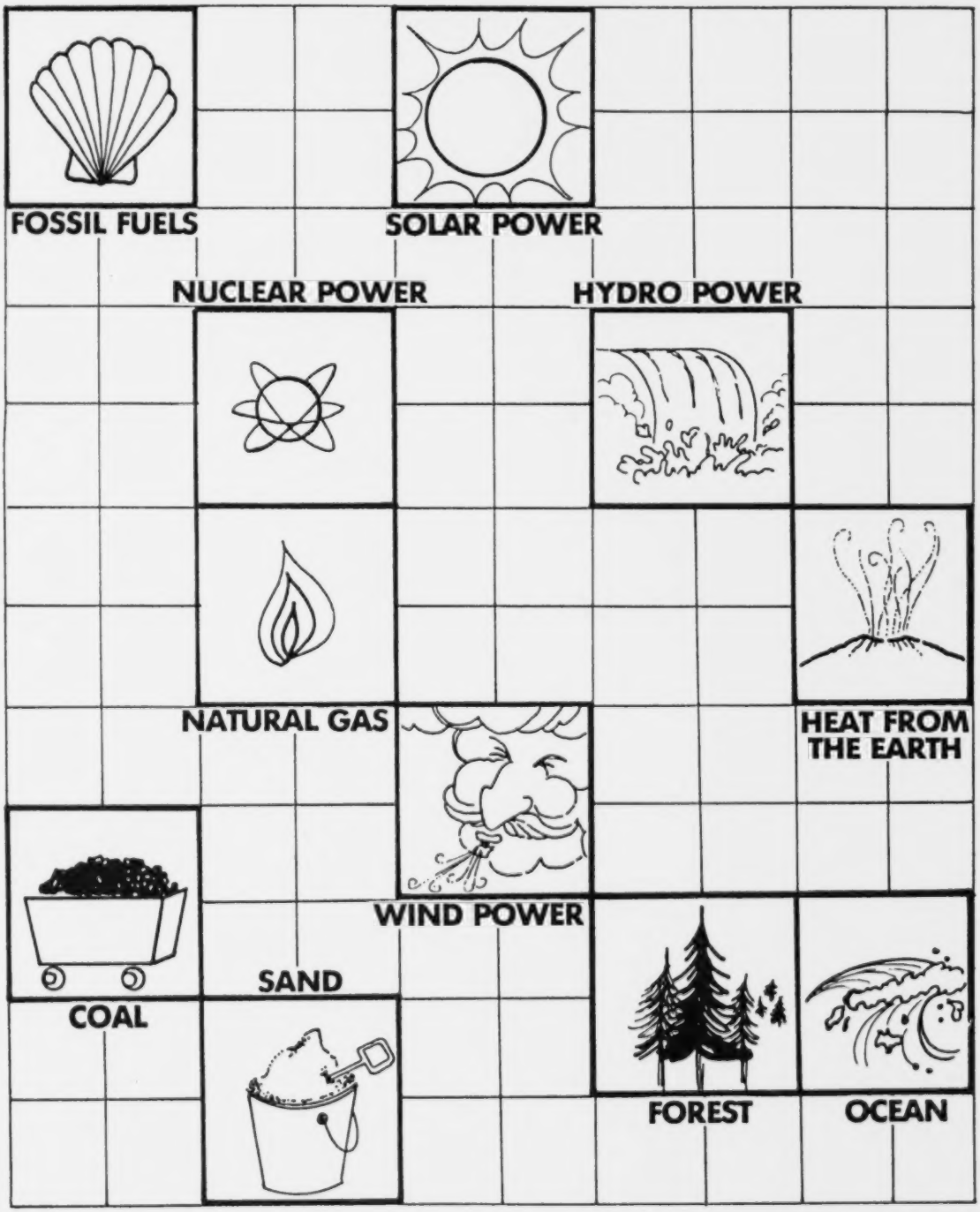
CAPITAL/ECONOMIC

MONEY INCOME
WEALTH
NON-MONEY INCOME

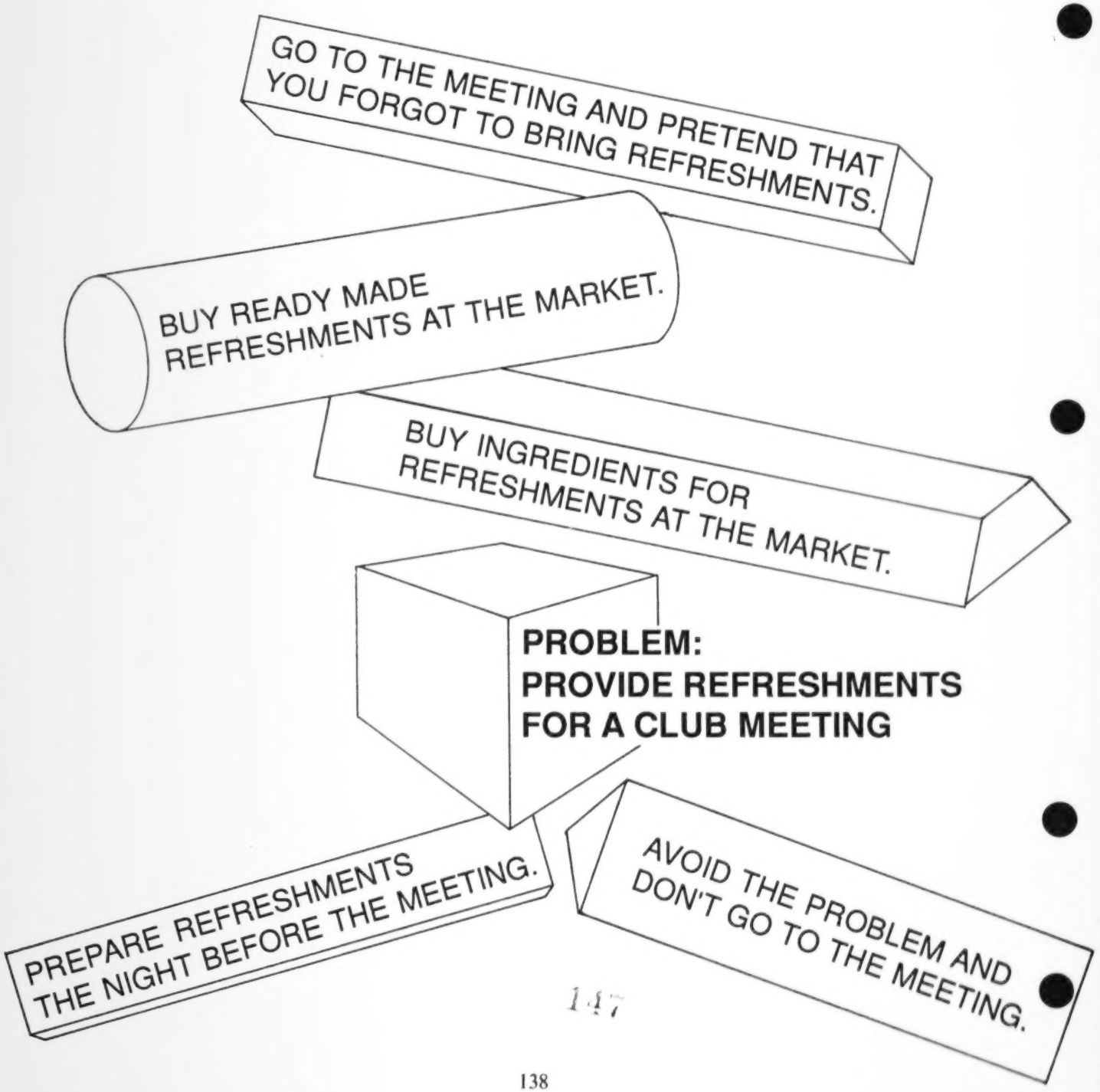
LABOR/HUMAN

SKILLS
ENERGY
TIME
KNOWLEDGE
ATTITUDES

ENERGY SOURCES



WHAT IS THE BEST CHOICE?


GO TO THE MEETING AND PRETEND THAT YOU FORGOT TO BRING REFRESHMENTS.
BUY READY MADE REFRESHMENTS AT THE MARKET.
BUY INGREDIENTS FOR REFRESHMENTS AT THE MARKET.
PROBLEM: PROVIDE REFRESHMENTS FOR A CLUB MEETING
PREPARE REFRESHMENTS THE NIGHT BEFORE THE MEETING.
AVOID THE PROBLEM AND DON'T GO TO THE MEETING.

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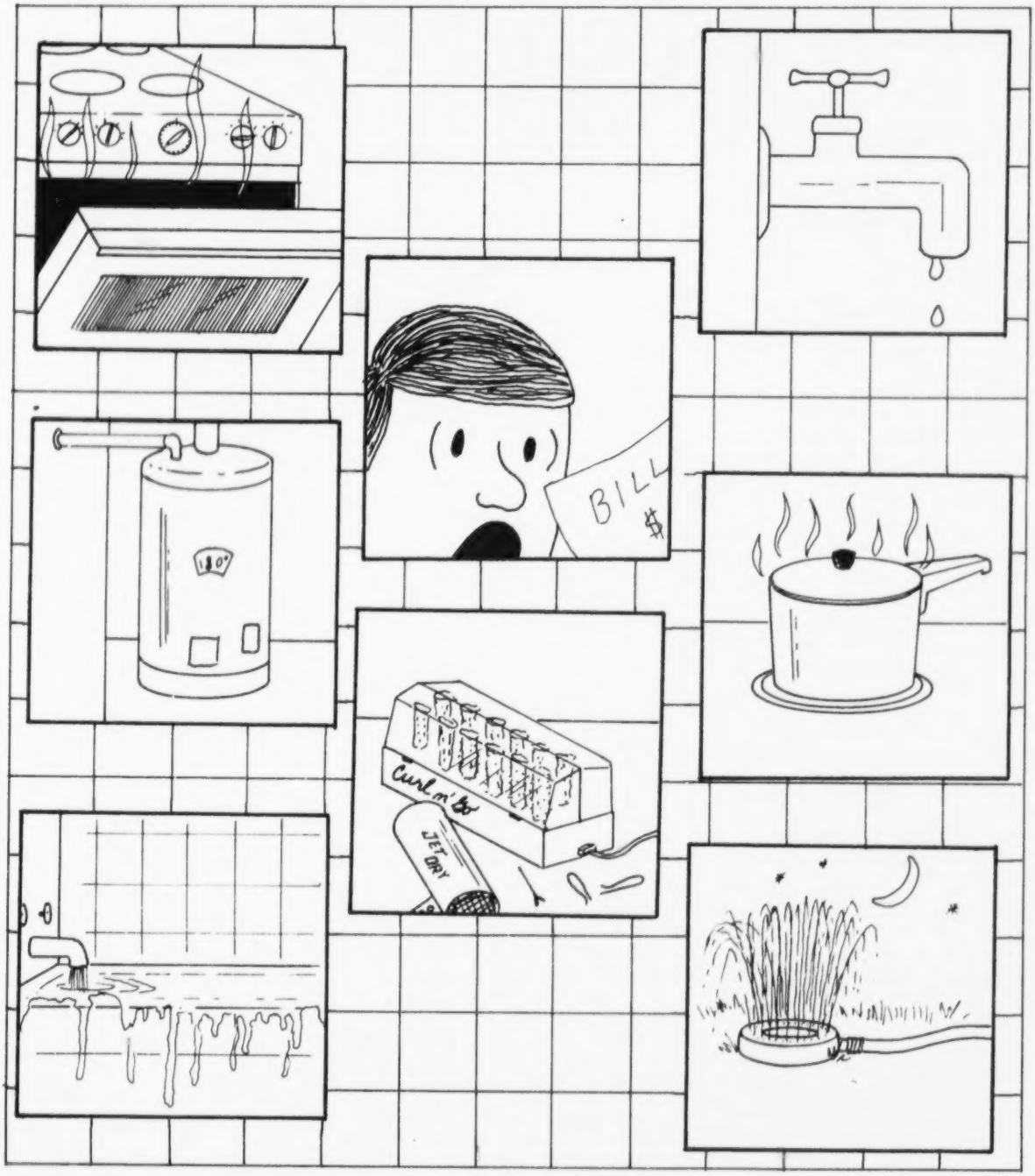
ENERGY ADDS UP!



HOME ENERGY CONSERVATION

I. APPLIANCES (Find 14)

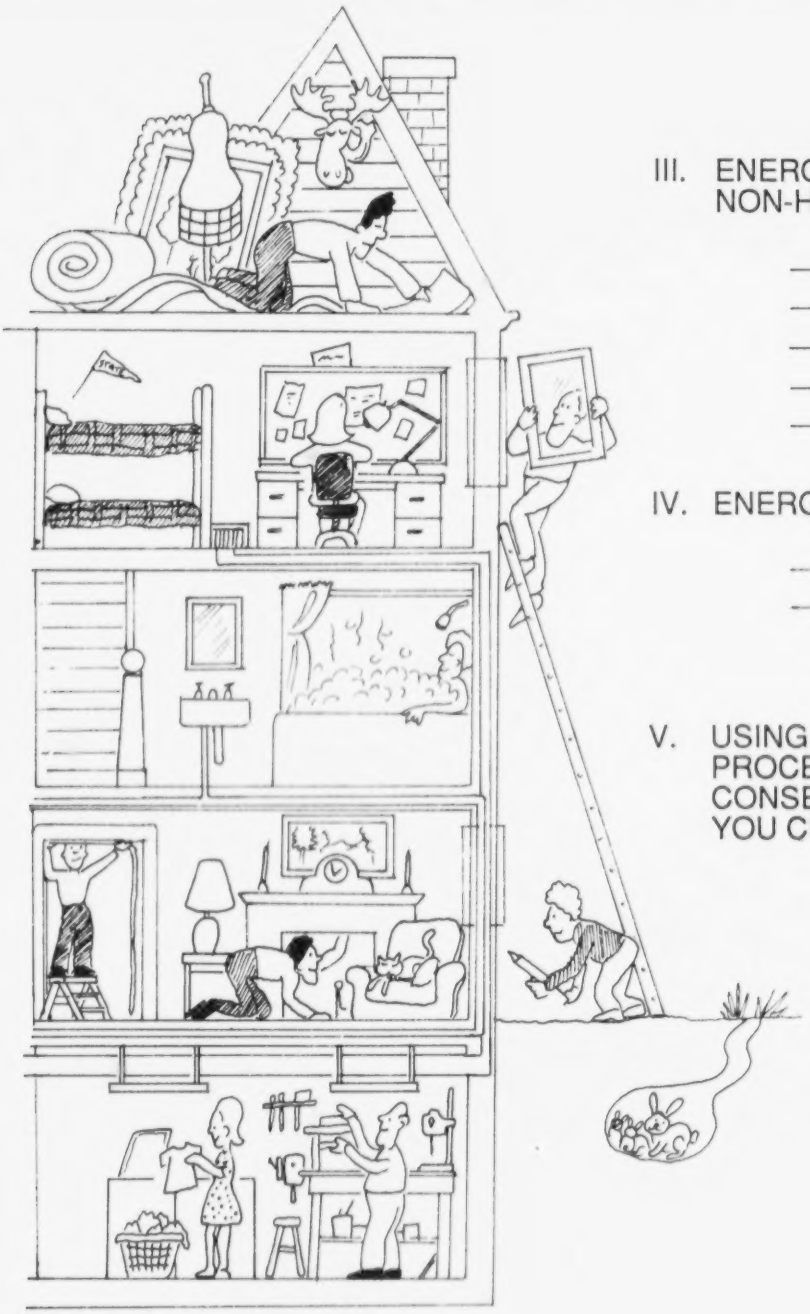
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

II. ENERGY USE OF HUMAN RESOURCES (Find 10)

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

In the picture of a family's home, locate and list the energy/resources used. Then, select one of the energy users to research to find conservation ideas.

HOME ENERGY CONSERVATION



III. ENERGY SAVERS OF NON-HUMAN RESOURCES (Find 5)

_____

_____

_____

_____

_____

IV. ENERGY WASTERS (Find 2)

_____

_____

V. USING THE DECISION-MAKING PROCESS, OUTLINE YOUR IDEAS FOR CONSERVING THE ENERGY-WASTER YOU CHOSE FROM THE LIST ABOVE.

MAJOR LIFE GOALS

DIRECTIONS: What are your major life goals? Major life goals include goals such as, high school graduation, part-time job, college, apartment/house, career, marriage, parenthood, etc. Consider the age you expect to be working on each goal. Also, think about when you expect to achieve the goal. List on the chart important life goals you hope to achieve. Draw or color a line for each major life goal showing the ages you expect to be working on one. Draw a line showing when you expect to achieve them also.

Major Life Goals	Age to Work on and Achieve 15 20 25 30 35 40

IS PARENTING FOR ME?

Name _____

Date _____

1. How often do you care for children?
2. Have you ever been entirely responsible for a child? For how long?
3. What are the advantages of being with children? Disadvantages?
4. What do you think is the ideal size of a family?
5. What is the ideal age for a woman to become a parent? A man?
6. Do you want to become a parent? Why?
7. If "yes," how should the responsibility of caring for the child be divided between the mother and father?
8. Is a discussion between the parents as to how children should be cared for and guided necessary before the child is conceived? Why?
9. Are children necessary to a marriage?
10. How soon after marriage should a couple have children? Why?
11. Having children will mean giving up . . . .

    What will you gain?
12. What effect does having a child have on the relationship of the parents? (Improve the marriage? Hold them together?)

Case Studies on Readiness for Parenthood

Jana and Jimmy have been married one year. They married after both had finished high school. Jana has a job as a secretary in a local law office. She is taking night classes to become a legal secretary which will mean an increase in salary once she has finished her courses and finds a job as a legal secretary. Jimmy works in housing construction. Work has been steady during the past year but the predictions for the coming year are for slower housing starts which will affect the small company he works for. Since he is one of the last hired, there is a possibility he could be laid off if the company does not have as many new houses contracted during the coming year. Both are anxious to have children and their parents keep asking them about their plans since there are no grandchildren on either side. They feel they could support a child on their present salaries but the uncertainty of Jimmy's job worries them since they know that Jana will have a brief interruption in her career even though they both agree that they will continue to be a dual-career family. They feel pressured to make a decision about becoming parents. What should they do?

Mark and Brenda married after they finished college. They have been married for four years now and have considered from time to time the possibility of having children. Mark is a CPA for a local accounting firm and Brenda works as a buyer for a chain department store. Both enjoy their careers and plan to continue working after they are parents. However, at this time Brenda knows that taking time off work to be with a baby during the first months of life would definitely curtail her possibilities for promotion. Mark could take time off work for parental leave easier than Brenda; however, they both are not sure how that might affect their marriage relationship. Plus, they would very much like to buy a home and move out of their present apartment. They are not sure how both decisions will affect their financial situation. However, they both feel that they should move on to taking on these major goals in life. What should they do?

Judy and David are high school seniors who have developed a steady relationship. They often speak of the future in terms of being married and having children. Both like to be around and know a great deal about children having come from large families with younger siblings to care for. Both also work in part-time jobs and expect to be fully independent upon graduation from high school. Judy will be qualified to find a job as a secretary and David will have finished an auto mechanics course. In fact, the money that they both make in part-time jobs now would be enough to support them without a lot of extras. They have decided that they want to ask their parents if they will consider approving marriage before graduation and helping them to get by until they can take on full-time jobs. They also want to go ahead and have children as soon as possible since being parents is an important goal for both of them. Are they making good plans?

FEELINGS ABOUT BEING A PARENT

DIRECTIONS: Complete this survey about parenthood by checking agreement or disagreement with each of the following statements. Use the following scale: 1=strongly disagree, 2=disagree, 3=not sure, 4=agree, 5=strongly agree.

_____ 1. The rewards of parenthood outweigh the problems.

_____ 2. Deciding to become a parent is an important but difficult life decision to make.

_____ 3. Before becoming a parent, you need to know something about children and have experience dealing with them.

_____ 4. Being a parent is not the most important life goal to have.

_____ 5. The responsibilities of being a parent outweigh the benefits.

_____ 6. Education to be a parent is one important prerequisite to successful parenthood.

_____ 7. Bringing a child into the world is a very important thing to do.

_____ 8. Having children makes life considerably more difficult.

_____ 9. Becoming a parent will make life more meaningful.

_____10. Having children improves the relationship between husband and wife.

_____11. Being a parent means giving up a lot of personal freedom.

_____12. Parenthood has a negative effect on one's career.

_____13. Having someone to love is a good reason to decide to become a parent.

_____14. Bringing children into the world that has so many problems is something that bothers me a lot.

_____15. The financial burden that is added to the family by having children is a serious concern.

_____16. Parenthood means having less time to spend with your spouse.

_____17. Having children will definitely enrich one's life.

_____18. The responsibility of parenthood is something to look forward to.

_____19. Having children is something that is expected of me by my family.

_____20. Being a good parent means giving up a lot of personal privacy.

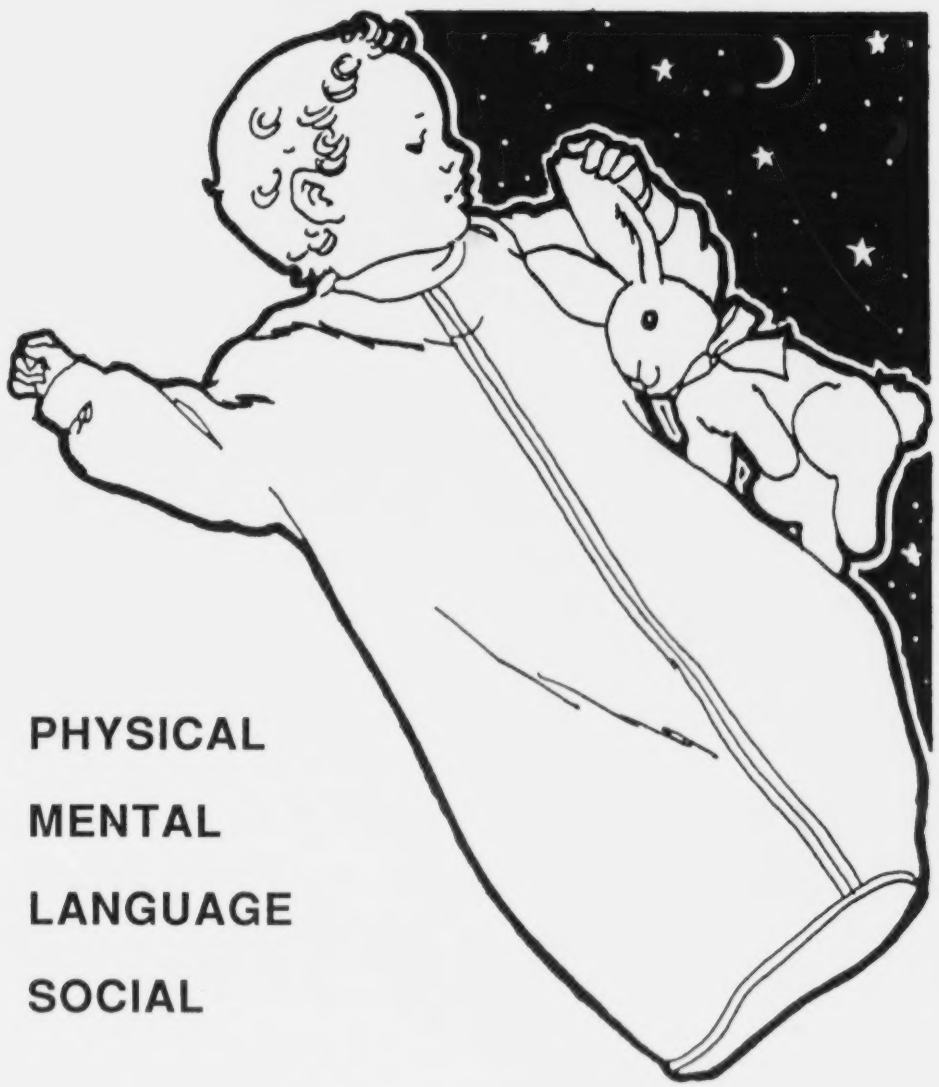
GUIDING CHILDREN SUCCESSFULLY

DIRECTIONS: A list of basic needs of children is provided below on the left side of the page. Read each one and write examples of parenting behaviors that will help children meet each need. Add needs which you feel are important. Share your list with a classmate and compare ideas.

Needs of Children	Examples of Effective Parenting Behaviors
Receive encouragement while growing up.	
Grow up feeling loved and wanted.	
Feel trust or confidence in others.	
Have limits placed on inappropriate behaviors.	
Share thoughts and feelings with others.	
Enjoy and be successful at learning.	
Know consequences of behavior.	
Have a good environment in which to grow and develop.	
Others:	

CHILDREN'S NEEDS

INFANTS



PHYSICAL

MENTAL

LANGUAGE

SOCIAL

TODDLERS

PHYSICAL

MENTAL

LANGUAGE

SOCIAL

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PRE-SCHOOL CHILDREN

PHYSICAL

MENTAL

LANGUAGE

SOCIAL

SCHOOL-AGE CHILDREN

PHYSICAL

MENTAL

LANGUAGE

SOCIAL

THE WAY CHILDREN GROW AND DEVELOP

DIRECTIONS: Read the definitions below and, using the boldface letters in the center, unscramble the letters to form words about how children develop.

1. P S I H Y **C** L A
2. R N E A P T **H** D O O
3. U G **I** N C A E D
4. O S C A **I L**
5. E E N **D** S
6. H C I D L **R** N E
7. F S E L **E** T S M E E
8. T E T A P R N S
9. S P C L O Y O H **G** A I C L
10. A P **R** T E N
11. M E **O** N T L A O I
12. E N **W** N O B R
13. A P **T** N E I E C
14. **H** L A T E H

DEFINITIONS:

1. Area of child growth.
2. Being a parent.
3. Helping children grow and learn.
4. Getting along with others.
5. Basic to growing and being healthy.
6. Not adults but minors.
7. Feelings of worth.
8. Expected ways children grow.
9. Growth area including personality development.
10. Person responsible for children.
11. Growth area met by love and affection.
12. First stage of development of child.
13. Characteristics of caring parents/caregivers.
14. Well-being of child.